PRINCIPLES AND PRACTICES

OF THE

GUIDANCE PROGRAM

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PROGRAM

A Basic Text

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To Cinda,
who thinks her daddy knows
practically everything,
and

Her Mother,
who knows better

chapters. This section should serve the purpose of introducing sub-
sequent discussions dealing with the *what* and *how* of the guidance
program.

Chapter 11, *Evaluating Guidance Services*, presents some sugges-
tions for appraising the guidance program without the use of complex
statistical procedures. The author believes that evaluation of guidance
services must be a continuous process and often a sufficiently simple
one for counselors, teachers, and administrators to find time to use in
a setting which makes numerous demands upon their time. With
this purpose in mind, follow-up studies were considered in a separate
chapter.

Guidance Services Tomorrow (Chapter 12), presents some perti-
nent facts concerning the development of guidance services on a na-
tional basis. The provisions of the George-Barden Act relating to the
promotion and support of guidance services at the state and local
levels are presented in some detail. This final chapter considers a
number of other movements which promise to affect the future growth
of the guidance program as an essential service in the educational
process.

This book was prepared as a text for undergraduate and graduate
students who seek, through an introductory course in the field, to
achieve two purposes: first, to become familiar with the nature and
scope of guidance services, and second, to develop some of the com-
petencies required of all staff members as guidance workers. For a
minority of students enrolled in most introductory courses this book
may serve a third purpose: to aid in the development of certain essen-
tial foundations upon which specialized training as counselors will
later rest. Certainly it is not to be expected that any one book, or
course, or in-service education experience will adequately prepare
teachers or administrators to carry on with full effectiveness all of the
services of the guidance program. However, an understanding of their
nature and purposes and their role in the educational program is
desirable for all staff members.

The author is indebted to many associates who assisted in one way
or another in the preparation of this book. State supervisors of guid-

ance services have responded generously to numerous questionnaires
concerning guidance practices and plans in their respective states. To
a greater degree, he is indebted to many colleagues for countless hours,
both profitable and pleasant, spent in "bull sessions" devoted to issues
in a field for which all of us have developed a genuine affection.

CONTENTS

A POINT OF VIEW

A BODY of terminology is characteristic of every professional field. The importance of the verbal expressions which we describe as terminology stems from the fact that they frequently represent basic concepts which underlie practices in the fields to which they apply. An example of this truth is evident in our use and understanding of the term *Curriculum*. One point of view holds that the curriculum comprises the subject matter offerings in a given school. This interpretation of the term represents a restrictive concept of the nature and extent of the curriculum. Another view suggests that the curriculum includes all of the educative experiences of the pupil in and out of school. This latter interpretation represents quite a different concept with respect to the nature and scope of the curriculum. The reader can readily imagine the difficulties which might be encountered if persons holding these two divergent points of view attempted to develop cooperatively a curriculum for a given school. The former group would think within a narrow frame of reference, one which included only subjects, teachers, and pupils. The latter group would visualize the curriculum as encompassing a vast number and a wide variety of experiences for pupils beyond the classroom, including opportunities for social experiences, work experiences, home and family experiences, and others which might contribute to the growth and development of pupils. Obviously the term "curriculum" would need to be defined in order that the two groups might arrive at a common understanding of the nature and scope of the curriculum. The barrier to progress in this instance would not be one of semantics alone; a basic concept would be involved.

Terminology in any growing professional field tends to undergo changes from time to time. New concepts are developed and must often be described by terms which readily identify them. Through ex-

perimentation, old hypotheses and practices are discarded as untenable or impracticable. As this occurs certain descriptive words or phrases are dropped from the vocabulary of the profession. Again, a distillation of issues or practices may lead to the breaking down of one into two or more, thus introducing new terminology, or two or more concepts may be merged in such a manner as to discard an old term for a newer and more appropriate one. All of these contingencies contribute to a changing terminology in many professional areas.

This discussion of terminology points to a problem which applies to the field of guidance. Since guidance services are among the more recent ones developed in education, the difficulties inherent in changing concepts and semantics plague many guidance workers and other persons. This fact is not one about which we should be apologetic. Similar difficulties are common to other professional fields during their early developmental periods. Time is the most prominent factor in the stabilization of points of view and the terms which describe them in any professional field. It is not to be expected that we should attain complete unanimity of viewpoint or terminology in any field of endeavor, including the exact sciences. To be sure, the field of guidance, though dealing as it does with the uncertainties of human behavior, has certain principles and practices which are generally accepted by professional workers in the field. But even principles must not be accepted as inviolable. A foremost American inventor ascribes his success in part to a disregard for "established" mechanical engineering principles. Many of his contributions to automotive engineering have defied one or more of these principles. Guidance workers must not take seriously the criticisms of those who are not sophisticated with respect to the field and hence devote excessive energy to the development of ironclad principles or universally accepted terminology and practices. Rather, we need to encourage experimental practices which are amenable to qualitative evaluation, to examine the concepts which underlie philosophy and practice, and to develop a professional language through which we may communicate more effectively.

The writer proposes to examine here some of the terminology

and concepts related to guidance services which, it is hoped, will aid in the accomplishment of two major purposes: first, to share a point of view with the reader which will contribute to establishing a common ground upon which to understand better the content of this book, and second, to examine certain concepts which seem to be in need of clarification if guidance workers are to come to reasonable agreement concerning the nature and scope of their professional functions. The reader will wish to bear in mind that the viewpoints of certain authorities are cited for the purpose of establishing some opinions of the writer. One's opinions and concepts are conditioned by a number of factors, some of them admittedly extraneous, including experience, training, biases, and pet notions. Most individuals believe their opinions to be reasonably logical and objective, and the writer is no exception.[1]

The Need for Terminology

Some authorities in the field of guidance hold the opinion that any discussion of terminology may tend to add to what is sometimes regarded as an existing dilemma. Williamson asserts that the lack of generally accepted terminology "is of far less significance than the appalling dearth of dependable facts and experience upon which personnel work can be integrated."[2] Though the contention that additional facts and experience are essential to the continuous improvement of guidance services is granted, it does not necessarily follow that general agreement with respect to terminology, functions, scope, and objectives of guidance services is not also desirable. Williamson states that confusion is no cardinal sin. He adds: "But when the by-products of confusion are maladjusted students, high mortality rates, ineffective instruction, student dissatisfaction, mass techniques ignoring the student's individuality, and numerous other problems, then it is high time that order replace confusion. At least measures should be initiated to make confusion less confounded."[3] It is the thesis

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[1] For a discussion of terminology in the guidance field see Jane Warters, *High School Personnel Work Today*. New York: McGraw-Hill Book Company, Inc., 1946. Chapter 11.
[2] From *How to Counsel Students* by E. G. Williamson, p. 32. Copyright 1939. Courtesy of McGraw-Hill Book Company, Inc., New York.

of this chapter that some of the confusion referred to above stems from certain improper concepts which result in unproductive practices described by terminology which is misleading to school administrators, teachers, and other school personnel.

A definition suggested by the Occupational Information and Guidance Service (recently renamed, tentatively, the Guidance and Counseling Branch) of the U. S. Office of Education will serve to reveal the difficulties encountered in any attempt to define the guidance process. This definition states that "guidance is the process of acquainting the individual with the various ways in which he may discover and use his natural endowments, so that he may live and make a living to the best advantage to himself and to society." Though such a definition would appear to accept the individual as the focal point of the guidance process, one must read many implications into it if a reasonable degree of comprehensiveness is to be attained. Again, the point at which the reader places greatest emphasis will characterize the definition for him. The vocational educator will likely seize upon the phrase, "make a living," and promptly accept it as a valid definition. On the other hand, the general educator may focus upon the phrase, "so that he may live," and accept it as adequate.

This discussion is not designed to single out one definition of guidance services as a horrible example of an attempt to define the guidance process. Other definitions of reasonable length are, in the main, equally inadequate. The limitations of definitions when applied to comprehensive processes are generally recognized. Therefore, it seems desirable to turn to a *description* of the guidance process as a more satisfactory means of examining its fundamental characteristics.[4]

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[3] *Ibid.*, p. 1.

[4] For other definitions of guidance see:

Cox, P. W. L., Duff, J. C., and Marie McNamara, *Basic Principles of Guidance.* New York: Prentice-Hall, Inc., 1948. P. 72.

Dunsmoor, C. C., and Leonard M. Miller, *Principles and Methods of Guidance for Teachers.* Scranton: International Textbook Company, 1949. (Revised.) P. 5.

Jones, Arthur J., *Principles of Guidance.* New York: McGraw-Hill Book Company, Inc., 1945. Pp. 59–61.

Matthewson, Robert H., *Guidance Policy and Practice.* New York: Harper and Brothers, 1949. Pp. 118, 167.

A Definition of Guidance Services

Any attempt to define all aspects of the guidance program in a single statement is certain to be only partially successful. Definitions of processes are often inadequate, and attempts to define guidance services have been no exception. A definition of guidance services could perhaps be most effectively stated if focused upon the guidance process and its services to individuals.

A Description of Guidance Services

The guidance process consists of a group of services to individuals to assist them in securing the knowledges and skills needed in making adequate choices, plans, and interpretations essential to satisfactory adjustment in a variety of areas. These services are designed to result in efficiency in areas which require that the individual make adjustments in order that he may be an effective member of society.

Guidance services include providing the individual with cumulative evidence about his abilities, interests, growth, development, and limitations. They provide also comprehensive information about educational and occupational opportunities and requirements, personality development, effective studying and learning, and other areas in which he needs information not usually provided through the instructional program. They set up means for aiding his placement and adjustment in classroom, cocurricular, and community activities, and in an occupational area. They provide adequate personnel—teachers, teacher-counselors, counselors, and administrators—who are not only competent in performing and supervising the tasks involved in the foregoing services, but also in aiding the individual personally to interpret the facts, and use them continuously in making choices, plans, decisions, and interpretations throughout his life.

The professional guidance worker is the counselor. To do his work competently, he needs certain specific personal characteristics: experience in education and in noneducational employment; a group of professional competencies obtained under competent instruction and supervision; the participation and support of fellow workers who

understand the objectives of the program; and the physical facilities essential for carrying out the activities of the guidance program.

A major function of the counselor is that of providing leadership in the development and operation of the guidance program. He brings to it a sense of direction gained through training and further developed through experience as a program leader. He must be able to obtain the active participation of other staff members in accordance with their individual interests and abilities in providing the services which make up the guidance program. He is never an isolated worker. His role is that of working with teachers, administrators, parents, and representatives of interested community agencies and organizations in coordinating the activities of all related to the needs of pupils, teachers, and adults in the community.

The nature of guidance services requires that early foundations be laid even in the beginning of school experience, so that certain kinds of activities must be encouraged in the elementary schools. These services also are obviously useful to adults as they meet new problems in constantly changing circumstances. Therefore, whatever the administrative limits of guidance services provided for any particular group of persons, such as those enrolled in a secondary school, in a vocational class, or in out-of-school groups, careful contacts should be kept with other administrative units to provide continuity of services. These same considerations require close relationships with agencies and services in the community which can supply referral resources for the program.

The Educational Policies Commission has described the guidance program as:

> . . . no mechanical process, whereby counselors and teachers sort out boys and girls as a grading machine sorts apples—this one to stay on the farm, and that one to work in an airplane factory, this one to be a teacher, and that one to run the local garage. Guidance is rather the high art of helping boys and girls to plan their own actions wisely, in full light of all of the facts that can be mustered about themselves and about the world in which they will work and live.
>
> Guidance is not the work of a few specialists. It is rather services from the entire school staff, which requires some people with special knowledge and skills, but enlists the cooperation of all.

Guidance is not limited to vocational matters. It includes the whole gamut of youth problems. Guidance, moreover, is not peculiar to the secondary schools. Good education from the earliest grades onward includes guidance services from understanding teachers, principals, and counselors.[5]

The elements of a comprehensive guidance program are implied in both of the foregoing descriptions. Three significant concepts are presented: (1) that educational services exist for pupils in the school; (2) that they involve the participation of the entire school staff, with leadership and specialized services provided by some person or persons with specialized skills and knowledges; (3) assurance that all pupils be reached. In order that the facilities of the school and abilities and interests of teachers be most effectively used, it is essential that the services involved be organized as a comprehensive guidance program.[6]

THE SCOPE OF GUIDANCE SERVICES

An adequate understanding of the guidance program must be based upon a knowledge of the scope of the services involved. In general, whether a particular activity should be described as a guidance service depends upon its contribution to the counseling service. This criterion is valid if one accepts counseling as the focal service of the guidance program. The discussion which follows is concerned with three major categories of guidance services with some indication of the responsibility of various staff members for each. Emphasis is on the role of the counselor with particular respect to his leadership and coordination functions.

Services Pertaining to Individuals

One of the major functions of the guidance program is that of serving the needs of individuals. Not all of the activities involved

[5] Copyright 1944 by, and used by permission of, Educational Policies Commission of the National Education Association and the American Association of School Administrators, *Education for All American Youth*. Washington, D. C., 1944. Pp. 39–40.
[6] Warters, Jane, *High School Personnel Work Today*, New York: McGraw-Hill Book Company, Inc., 1946. Chapter II.

in this responsibility require personal contacts with pupils. Ultimately, however, such activities culminate in specific services to individual pupils.

1. *Preparation and use of an individual inventory for each pupil in the school are essential to the effectiveness of all other guidance services.* A knowledge and understanding of the assets and liabilities of the individual provides the basis upon which he is assisted to make interpretations germane to his plans, choices, and adjustments essential to developing the educational, vocational, social, emotional, and other facets of his life. The counselor cannot develop pupils' inventories alone. The participation of teachers, administrators, parents, pupils, and community agencies is required for developing adequate inventories. The daily association of teachers with pupils provides them with an excellent opportunity for observing significant pupil behavior. Observing a pupil's relationships with others, scholastic, social, and hobby interests, achievements, characteristics such as dominance, submission, industry, initiative, mannerisms, and an endless variety of other behavior patterns contributes to a better understanding of the pupil. Once these data become a recorded part of the pupil's inventory, the guidance program is in a better position to serve him.

2. *The preparation and use of informational sources to meet the needs of pupils represents an important service.* Every pupil needs to plan next-step activities such as courses for next semester and next year, future years in school, occupational life, and other aspects of his experience. It is the responsibility of the school through the guidance program to provide pupils with sources of information concerning the opportunities and requirements of a wide range of next-step possibilities. Every subject and extra-class activity has values for some pupils in relation to present and future plans. The task of providing pupils with information pertinent to individual needs is a tremendous one.

The counselor needs to have at hand many sources of information to meet pupil needs. The librarian and teachers should be familiar with printed materials and visual aids dealing with occupational and educational opportunities and requirements, personality de-

velopment, group relationships, study habits, and other areas affecting pupil growth and adjustment. The administrator needs to provide funds for informational materials. Thus the entire staff has functions to perform in providing these materials for pupils.

3. *Counseling services for all pupils are an essential element of the guidance program.* It is through the counseling function that all other guidance services are brought to bear upon the individual. One of the professional characteristics of the counselor which justifies his position of leadership in the guidance program is his competence in the use of counseling techniques. The counselor may also be a part-time teacher. In this event, he should have the knowledges and skills required for satisfactory performance of both functions. The contention of some educators that effective teachers are also effective counselors without respect to degree of training in the latter area is difficult to accept. The competencies of counselors are well defined and are seldom obtainable as a by-product of training designed to develop effective techniques of classroom instruction.

The staff member responsible for providing leadership in the guidance program should encourage and assist other staff members to obtain professional training as guidance workers. The functions of counseling, assisting teachers to participate more effectively in the guidance program, maintaining contacts with community agencies, and providing program leadership are among the important functions of the counselor.

4. *Planning and assisting with systematic follow-up studies is a responsibility of the counselor.* While follow-up studies are a responsibility of the entire school staff, the counselor should provide staff leadership. The place of follow-up studies as an instrument for evaluating the curriculum and the guidance program has brought about the inclusion of follow-up techniques in counselor training programs. The counselor's job of meeting pupil needs suggests to him the kinds of information which the follow-up service should seek in the interest of modifying the curriculum and the guidance program to meet those needs more effectively.

Since the specific purposes of follow-up studies are detailed in Chapter 10, this discussion is confined to a statement of their general nature. The follow-up technique is essentially evaluative in character. After pupils have left the secondary school and have had opportunities to test the values of school experience they are able to make better evaluative judgments concerning the effectiveness of the school's educational program. Who, one might ask, is in a more favorable position to point out the strengths and weaknesses of the school program than are its products? Certainly, none would seem to be.

As an evaluative device, the follow-up questionnaire provides former pupils with an opportunity to report gaps in the school program which experience has revealed to exist. Of equal importance are their opinions concerning commendable aspects of the school program.

5. *Planning and assisting with placements for pupils are frequently assigned responsibilities of the counselor.* The function of job placement is often a responsibility of the counselor. Even in schools having special placement personnel, the counselor is called upon to provide information bearing upon placement of pupils. In schools operating decentralized job placement services, the counselor is usually responsible for assembling information about pupils seeking placement, establishing contacts with employers or outside placement agencies, and providing general supervision of placement activities to aid staff members in contributing to the service, and to coordinate its activities.

The function of assisting pupils to plan for the next step educationally is an essential placement function. Counselors and teachers are continuously engaged in assisting pupils to plan or to modify study programs in the secondary school. Likewise, aiding pupils to plan for and secure placement in the next school is a function of the guidance program. Participation in cocurricular and community activities is an essential experience for most pupils, and aiding their entry into these activities is a placement function in much the same sense as is job placement. The variety of educational situations in

which pupils seek placement assistance makes this type of placement an important function of counselors and teachers.

6. *Conducting case conferences and assisting teachers to make case studies of individual pupils are important functions of the counselor.* These counselor activities serve to acquaint teachers with the needs and problems of pupils, and with some of the techniques of synthesis and diagnosis through study of pupil data related to specific pupil problems. Both case conferences and case studies are techniques in which supervised practice is a requirement if a reasonable degree of competency is to be attained. In-service training experiences for staff members should include the theory and practice of these techniques.[7]

Services Pertaining to Staff Members

The services to individuals discussed above represent a major functional area of the counselor. It should be clear that the services discussed are of such nature and scope that all staff members must participate in them. The second major area of counselor responsibility likewise involves the services of staff members. It will be noted, however, that in this area the counselor must assume a marked degree of leadership in the development, operation, and improvement of guidance services.

1. *Providing leadership for staff members in carrying on the guidance program is essentially a counselor responsibility.* The nature of the guidance program requires that many persons perform many services. Though counseling difficult cases should usually be left to staff members with appropriate professional competencies, many other guidance functions may be performed with less training. The task of assembling data about pupils, locating, cataloging, and disseminating information needed by pupils, and assisting with surveys and follow-up studies are cooperative projects in which all staff

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[7] A discussion of case study techniques will be found in C. E. Erickson, *Practical Handbook for Counselors.* New York: the Ronald Press Company, 1949. Pp. 38–43.

Sample case studies are illustrated in Williamson's *Counseling Adolescents* and in Hamrin and Paulson's *Counseling Adolescents.*

members should participate. The leadership function of the counselor in this connection is that of securing the cooperation of staff members and aiding them to obtain in-service training needed for the performance of guidance functions. In the absence of trained leadership these cooperative functions will not be adequately performed.

2. *Assisting teachers to secure and utilize information related to their respective subject field is a task which requires that the counselor have a group of competencies related to these activities.* One of the important functions of the guidance program is providing teachers with information about pupils which will enable them to individualize class activities to the greatest extent possible. There is scarcely a subject matter field in the secondary school for which appropriate materials related to the individual plans and interests of pupils are unavailable. Teachers are eager to employ sources of information related to their respective subjects which will serve the dual purpose of challenging the interests of pupils and of providing them with needed information. The counselor has a responsibility for assisting them to locate and use informational materials related to the hobby, social, personal, educational, and occupational interests, abilities, and plans of pupils.

In a discussion of the relation of counseling to education, Williamson observes that knowledge of specific subject matter is a major academic goal. He adds further:

Increasingly, however, in modern education, this objective of the classroom is being broadened to include another type of knowledge which the individual uses to achieve and to maintain personal adjustments judged desirable by him and by his associates, as well as by society in general. It is this broadening of knowledge in general to include knowledge useful to the individual student in his personal life which makes it possible for counseling and instruction to join hands in a new type of teamwork. The older type of separate functioning of counseling, outside the classroom and beyond the formalized teaching in the classroom, is gradually being replaced by a new type of reciprocal relationship. When instruction viewed as assistance to learning becomes focused upon the individual and personal problems of the student, then we see most clearly the fundamental commonality of the two educational processes. Instruction and counseling then combine in a comprehensive program geared to the strategic objec-

tive of helping each individual to select and grow toward personal goals, of which one is the full development of each individual member of our democratic society.[8]

3. *Organizing and conducting in-service training related to the guidance program for administrators and teachers are functions of the counselor.* In-service training should be promoted by the counselor for the purpose of assisting staff members to develop competencies and sharpen personal interests which will aid and encourage them to participate in the guidance program. Many teachers and administrators have had little or no preparation for such participation. Of these, the majority recognize the need for guidance services. Most will take advantage of in-service training opportunities which will help them to develop competencies related to more effective participation in the guidance program.

Services Pertaining to Evaluation of Guidance Services

In addition to the two categories of services mentioned for which the counselor is responsible, a third should be added. In this area are the duties pertaining to aiding the principal and the staff in the guidance program in adapting the school to the needs of individuals and the community.

1. *Providing leadership is important in carrying on follow-up studies and making the results available.* The counselor's responsibility for assisting with follow-up studies has been discussed. An additional function of the counselor in this connection lies in the task of assisting with the interpretation of follow-up data. A limitation of such studies in the past has been failure carefully and completely to interpret results. Only through careful analysis of follow-up data are they likely to have an impact upon the school's educational program. The counselor should be familiar with the techniques employed in carrying out and interpreting follow-up results. Competent leadership in getting results from one study may be the means of establishing a systematic follow-up service as a cooperative undertaking of the school staff—a service which will ob-

[8] From *Counseling Adolescents* by E. G. Williamson, pp. 3-4, copyright, 1950. Courtesy of McGraw-Hill Book Company, Inc., New York.

tain information about former pupils on a continuous basis for improving the curriculum and guidance services.

2. Providing *leadership in carrying out community surveys and making the results available to administrators and teachers is a desirable activity of the counselor.* A majority of pupils seek employment upon leaving school and some remain in the local community. To serve the occupational needs and interests of this group, counselors and teachers have need for information concerning the opportunities and requirements of jobs in the local community. The counselor's responsibility for assisting pupils to plan their educational programs in preparation for the next step points to the need for extensive occupational information concerning the local community. This information should include the number and kinds of occupations in the community, the requirements for workers in each, changes and trends in employment opportunities and in the occupations themselves, and other information relating to the school's success in the area of job placement, quality and adequacy of instructional services in basic educational and occupational skills, need for training for adult workers, and other similar data essential to evaluating and improving the school program. The responsibility for leadership in planning, carrying out, and interpreting survey results usually falls to the counselor.

The counselor should be prepared to assist in carrying out other equally important types of community surveys. Partial surveys designed to locate community resources needed in the guidance program[9] have been used with gratifying results in some schools. In others, surveys carried out for the purpose of evaluating segments of the curriculum have been employed. Whatever the specific survey purposes and procedures may be, the counselor's interest in continuous evaluation and improvement of the total educational program points to his place as a participant, if not always a leader, in community survey procedures.

3. The task of *securing the cooperation of parents and community agencies and organizations essential to the development, operation, and evaluation of an effective guidance program makes demands*

[9] See Chapter 7 for a case study of one community in this connection.

upon the time of the counselor. The role of the counselor in this connection grows out of the cooperative relationships which should exist between the school and community agencies and individuals with respect to guidance activities. The services to pupils characteristic of the guidance program may frequently be provided by community agencies, particularly those services for which trained personnel are not available in smaller schools. Psychological and health services and placement facilities are but a few of those aids to which the counselor may need to refer pupils. The coordination of all of these services places upon the counselor the responsibility for maintaining satisfactory working relationships with each, including parents whose pupils use the counseling service.

4. *The counselor carries on such research services as are needed for providing information relating to the development and improvement of guidance and curriculum services.* The imperative need for continuous study of the effectiveness of the guidance program occupies a portion of the counselor's time. The inseparability of the curriculum and the guidance program in meeting the needs and interests of pupils makes it inevitable that evaluation of either is, in effect, evaluation of both. The guidance program exists for the purpose of making pupil's experiences more meaningful and helpful, and the counselor's interest is in both guidance and curriculum services as components of the total educational program.

The scope of guidance services may appear quite comprehensive. A review of the description of the guidance program as discussed in the preceding paragraphs will suggest that the activities involved are essential to the achievement of the objectives of the program. The functions of guidance workers, of which the counselor is the professional leader, were presented in three related categories: (1) those pertaining directly to individuals; (2) those pertaining to the promotion of faculty participation in guidance activities; and (3) those pertaining to aiding the principal and staff in using the guidance program in adapting the school to the needs of individuals and the community. It should be pointed out that the prominent place accorded the counselor in this discussion stems from necessity if the guidance program is to function effectively. The counselor's promi-

nence in the program is based upon two concepts: (1) that leadership must be assigned to some one person who can be held accountable for the organization and operation of the activities which comprise the guidance program; and (2) that professional leadership must be lodged in a person who has acquired the competencies requisite to effective leadership. Without these two elements present to give direction to the guidance program, the services to pupils cannot achieve maximum results.

Professional Leadership Is Essential

The emphasis upon the counselor's place in the guidance program should not be interpreted as lack of appreciation of the worth of services of other staff members. Certainly the program cannot serve its purposes in the absence of participation by teachers, supervisors, administrators, parents, and community agencies. On the other hand, intelligent participation in any phase of the educational program must be predicated upon a knowledge of its nature and objectives, and upon the ability of the individuals concerned to exercise the skills required for performing at least some of the activities which comprise the program. An important function of the counselor then becomes that of employing his knowledges and skills as a guidance worker to assist with in-service training planned to prepare teachers for effective participation in the guidance program. The counselor should discover the interests and abilities of teachers related to the several activities of the program and capitalize upon them. The librarian usually has interests and aptitudes related to gathering and assembling occupational, educational, and other informational materials. In this instance, it would usually represent misuse of a staff resource to ask the librarian to make his contribution by serving on the testing committee. Encouraging staff members to assist with the guidance program and aiding them to secure training appropriate to their respective functions are leadership functions which can be performed only by a person whose training provides him with comprehension of the program and its relation to the school's total educational program.

The concept of the counselor as the person responsible for leader-

ship in the guidance program points to some of the factors which contribute to the failure of many schools to provide effective guidance services. The use of the term *guidance program* rather than simply *guidance* suggests the need for binding together as a related whole the many services which comprise the guidance program. The integration of these services must be the recognized function of a responsible individual who possesses knowledge of the nature and functions of each. Many educators would not concur in the suggestion that English instruction as a separate curricular offering be dispensed with and that every teacher be expected to teach the fundamentals of written and spoken English as an incidental function. Educational leaders recognize that many teachers do not attain a satisfactory degree of competence in a variety of fields in the course of their professional training. Yet some who share this point of view subscribe to the notion that "every teacher is a counselor," or that "guidance is just good teaching," or that "incidental" guidance is a satisfactory substitute for an integrated and coordinated program of guidance services.

SOME CONTROVERSIAL POINTS OF VIEW

The writer is not so naive as to assume that a discussion concerning some of the debatable concepts and terminology related to guidance services will settle anything. The topics considered here, it is hoped, will provide the reader with some points of view upon which to base understanding of the services which the writer considers to be essential elements of effective guidance programs.

A Description of Counseling

In addition to the counselor's leadership responsibilities in the guidance program, he has an obligation to provide counseling services for pupils. This is the function toward which all other guidance activities should be pointed. The development of adequate pupil personnel records; the improvement of study habits and learning potentialities, personality development, establishing and maintaining satisfactory personal relationships with others, and educational and

counseling. Since counseling is the process of assisting the individual to become increasingly self-directive in a setting which respects the personal nature of the counselee's problem, it is difficult to reconcile the concept of group counseling with acceptable counseling procedures. The term denies the concept of "individualness," the fact that each individual is unique with respect to aptitudes, interests, attitudes, and in the interpretation of his environment and his reaction to it. Likewise, the counselor frequently finds it difficult to induce pupils in a group who are believed to have common problems to discuss them frankly. Counselors have learned from experience that *good* rather than *real* reasons are frequently advanced by counselees to avoid discussing sensitive aspects of personal problems. Only when the counselor has demonstrated his respect for confidences will the pupil reveal the personal problem which first prompted him to seek out the counselor. The counseling relationship is highly personal and fragile. To expect that such a relationship can be established through group procedures seems to suggest disregard for the cumulative experience of competent counselors.[10]

The principle involved is one of concept rather than terminology. If group counseling is accepted as an effective procedure, justification of counseling services for individuals would be difficult. The loss, in this event, would be that of the pupils for whom counseling services are provided.[11]

Group Guidance

Group guidance is a term loosely applied to group activities in which information is discussed by pupils in class groups related to educational and occupational opportunities and requirements, citizenship, use of leisure time, orientation to the school setting, and other topics of group interest. Group activities of this kind often display all of the characteristics of classroom instruction. The teacher gives per-

[10] See Jane Warters, *High School Personnel Work Today.* New York: McGraw-Hill Book Company, Inc., 1946. Pp. 145–49. The concept of group interviewing is discussed.

[11] See Robert Hoppock, *Group Guidance Principles, Techniques, and Evaluation.* New York: McGraw-Hill Book Company, Inc., 1949. P. 133.

Also see Frank G. Davis and Pearle S. Norris, *Guidance Handbook for Teachers.* New York: McGraw-Hill Book Company, Inc., 1949. Pp. 184–199.

tinent facts or sources of information to the group for purposes of group discussion. If the teacher domination factor is present, the methods of instruction and the purposes of the activity are generally the same as those present in the civics, salesmanship, and other classes. It would be unreasonable to assume that discussions of this nature do not yield profit to some participants, but one could hardly assume that any member of the group had received "guidance" from the discussions. The subjects considered are often explored without respect to individual interests, aptitudes, or needs. One could say only that certain information is made available to the group through discussion with the expectation that individual applications might follow.[12]

Williamson's reference to group guidance as "a curious contradiction of the personalized point of view of guidance" represents a tenable point of view. Any consideration of the guidance program reveals that each of its services becomes significant to the degree that the individual employs it to assist him in meeting personal needs and interests. This he cannot do effectively except as he understands the implications of his own assets and liabilities and utilizes the appropriate services to aid him in making essential plans, choices, interpretations, and adjustments. Thus the concept of group guidance is antithetical to existing knowledge of individual differences. By its nature it ignores the sound assumption that mass techniques fail to take due account of individual differences. Group activities properly planned and conducted may lead to increased use of available guidance services, but this important contribution does not alter their inherent character as mass instructional services.

In pointing out the nature of group work and the functions of group workers, Williamson says:

The group type of personnel work includes all that has been called extracurricular. This important phase of education is designed to assist

[12] For a detailed treatment of suggestions for group guidance activities the reader is referred to two books devoted exclusively to the subject:
Hoppock, Robert, *Group Guidance Principles, Techniques, and Evaluations.* New York: McGraw-Hill Book Company, Inc., 1949.
Wright, Barbara H., *Practical Handbook for Group Guidance.* Chicago: Science Research Associates, 1949.

the student to develop habits of citizenship and social adjustment by means of participation in the activities of groups. But in large part there is no attempt to diagnose the peculiar needs of each pupil and to use activities as a means of readjustment and as a prevention of maladjustment. Unless groups are wisely handled, the students who are already leaders participate excessively, and those who need to develop socially advantageous personality traits are permitted to gravitate to the side lines.[13]

Activities described as "group guidance" generally are orientation activities. While these activities are often valuable, they fit into the personalized pattern of guidance services to a lesser extent than into the group instructional pattern.

Use of the Term "Guidance"

There is need for agreement upon a term to describe the comprehensive activities, procedures, and techniques of the guidance function. For this purpose the phrase *guidance program* or *guidance services* will serve. Because of the tendency to use the term *guidance* as synonymous with counseling or occupational instruction, or education, the use of guidance as a noun should be avoided. The tendency to think of guidance as occurring in any setting, group or individual in character, not involving instruction for which the pupil receives credit emphasizes the need for examining misleading terms in the field of guidance. The teacher who holds an interview with a pupil for the purpose of clarifying a lesson assignment may refer to the incident as *guidance*. The coach who lectures to athletic teams about good sportsmanship may think of himself as counseling, or the principal who disciplines a pupil for infraction of a rule may regard the incident as one in which he is giving the pupil *guidance*. Thus we are confronted with the problem of determining what is not a guidance service.

The suggestion that we think in terms of *guidance services* may be helpful in establishing necessary distinctions between guidance services and those which should be described by more appropriate terms. An obvious advantage of referring to *guidance services* stems from the need for thinking in terms of the specific services of a guidance

[13] From *Counseling Adolescents* by E. G. Williamson, pp. 70–71, copyright 1950. Courtesy of McGraw-Hill Book Company, Inc., New York.

program. It would be a half-truth to say that counseling is guidance, but entirely correct to say that it is a guidance service. The former statement might seem to imply that counseling and guidance are synonymous terms, or that counseling comprises the entire guidance program. Likewise, it would be improper to say that developing an individual inventory for pupils is guidance. The individual inventory service involves gathering and arranging pupil data and assisting the pupil to interpret the information about himself in terms of its implications as they apply to choices, plans, interpretations, and adjustments which he wishes to make.

Another undesirable use of the term *guidance* is the practice of preceding it with an adjective, *i.e., educational, vocational, personal,* and the like. Guidance services represent a process which does not change fundamentally as it is brought to bear upon the various problem areas in which it is capable of offering assistance to individuals. Hence the application of preceding adjectives is both superfluous and confusing. To indulge in this practice violates an important psychological principle which underlies guidance services, viz., the concept of the whole individual. Since that concept is generally accepted, the suggestion of dissolving the individual into appropriate segments for the purpose of providing vocational guidance at one time, educational guidance at another, and health guidance at still another smacks of gross contradiction of principle and practice. The fact that a particular counseling interview may be confined in the main to educational, vocational, or personal problems of the pupil does not deny the close interrelationship of all of his problems, nor does it deny the impracticability of dealing with any one problem of the moment without reference to that relationship.

"Incidental" Guidance

The suggestion made earlier in this chapter that the term *guidance* is less appropriate than the phrase *guidance program* or *guidance services* gathers tenability as one observes incidental guidance activities in some school programs. Chisholm aptly states that "a clear distinction between incidental guidance and a program of guidance is necessary in rounding out our concept of guidance. This distinction

seems especially important because the failure to distinguish between these two concepts in current practice is one of the reasons why a large number of schools today are failing to meet their responsibility for providing guidance services. Many schools feel that they are carrying on a program of guidance although they are doing only a few incidental things."[14]

The concept of a guidance program tends to emphasize the contrary nature of incidental guidance—the former being an integrated series of guidance services characterized by continuous planning and evaluation, while the latter are services incidental to the school's traditional program of instructional activities. A program of guidance implies planning and practices adapted to the needs of all pupils in the school with due recognition of each as a unique individual. Incidental guidance is usually a convenient by-product of the school program and reaches a limited number of pupils in the schools.

Incidental guidance services are not predicated upon the assumptions generally considered basic to the task of providing adequate guidance services. Chisholm's observation that incidental guidance services are guilty of omissions becomes apparent when one considers that they:

1. Do not make planned provisions for all the problems of all pupils in the school.
2. Do not provide for trained leadership centered in a staff member who shares the successes of the program with other staff members, and who accepts major responsibility for its failures.
3. Do not enlist the cooperation of all staff members to attain specific objectives.
4. Fail to make use of available school and community resources essential to the provision of adequate guidance services.
5. Do not recognize competent counseling as the medium through which all guidance services are made meaningful to individuals.
6. Do not lend themselves to the important task of acquainting the staff, parents, pupils, and community with the objectives and services essential to an effective guidance program.
7. Do not encourage and provide for continuous evaluation of the preparation and attitude of staff members, adequacy of personnel and physical

[14] Chisholm, Leslie L., *Guiding Youth in the Secondary School*, p. 9. New York: copyright 1945 by American Book Company, and used by their permission.

facilities and, most important of all, the effectiveness of the services included in the guidance program.

Incidental guidance services are usually preferable to complete absence of any such services. Yet, the presumed presence of incidental services may often lull administrators and teachers into a complacency which discourages efforts to develop an integrated program of guidance. Chisholm cites an instance of a high school included in the secondary school evaluation project of the American Council on Education in which those responsible for guidance services

. . . were quite surprised, in fact, almost amazed, to learn that their high school was rated as having very little guidance work. They had taken considerable pride in the work done by the school. They felt it to be a modern high school in every respect. According to the rating in the American Council's survey, the school was near the seventh percentile. The staff in this high school with an enrollment of approximately three hundred and fifty had discussed guidance in local faculty meetings, and perhaps most of the staff had read a few magazine articles on the subject. Only a few, if any, of the members of the staff had any professional training in guidance up to that time.

Some work in the field of guidance was being done in the school, but it could be listed primarily as incidental guidance. A few students would come to members of the staff and talk about their problems. At times, members of the staff made appointments with students and spent considerable time and thought helping students meet and solve their problems. All this was done, at least in a majority of cases, with a wholesome attitude of helpfulness, and it was accepted as such by the students. Yet the school ranked quite low in the section on guidance in the American Council survey, and properly so.[15]

The school's responsibility for providing adequate guidance services dictates that sound practices be employed in utilizing the available resources in the school and community. Incidental guidance activities are characterized chiefly by lack of relationship one with another since the skilled leadership required to bind them together into an integrated pattern is often absent. Without definitely assigned re-

[15] *Ibid.,* p. 9. Copyright 1945 by American Book Company, and used by their permission.

sponsibility for trained leadership, the school's efforts to provide acceptable guidance services will meet with only partial success at best.

Relation of Guidance Services to Instruction

Some writers and a considerable number of school administrators make no fundamental distinctions between instructional and guidance services. A survey of opinions among school administrators revealed that 36 per cent of the respondents believed that *education* and *guidance* are synonymous terms, and 35 per cent indicated a belief that "guidance is just good teaching."[16] Responses to the questions in the foregoing survey suggest that an appreciable percentage of the administrators replying recognized no fundamental differences in the methods, techniques, and skills employed by counselors in dealing with individuals and those employed by teachers in group instruction.

In the survey mentioned above, state supervisors of guidance services and counselor trainers took a markedly different viewpoint with respect to the items above. Only 6 per cent of this group regarded education and guidance as synonymous terms, and 9 per cent believed that "guidance is just good teaching." One might assume that the difference of opinion between these two groups stemmed from greater familiarity on the part of supervisors and counselor trainers with the methods and techniques common to guidance services.

Guidance services are still in the process of emergence from the classroom as services incidental to the instructional program. Perhaps the essence of the confusion which contributes to the fallacy that guidance and instructional services are identical processes grows out of failure to recognize counseling as the service around which the guidance program must center, with all other services planned and performed to augment the counseling process. The guidance program should not be superimposed upon the existing school program, nor should its activities be jealously guarded against performance by any staff member save the counselor. The major functions of the counselor have already been described. Teachers and administrators have

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[16] An unpublished study made by the writer in 1947.

equally important functions to perform. In this connection Williamson points out that the teacher should be responsible for

> . . . creating and maintaining in her classroom an atmosphere psychologically conducive to the development of optimism, motivation, health, emotional balance and socialized attitudes through maintaining friendly and personalized relationships with each student; cultivating in each student an intense desire to learn what can be learned and to achieve satisfaction as well as success in life adjustments; modifying teaching techniques and subject matter in terms of the needs and readiness to learn of each pupil, i.e., individualizing instruction and making it appropriate to the capacities and needs of each student; observing and recording relevant data about those intangible but important factors we call motivation, attitudes, and social skills; referring to trained counselors and other specialists, those students whose problems cannot be alleviated by teaching techniques or through informal counseling by the teacher.[17]

In addition to these important functions of the teacher in the guidance program there are innumerable others such as: providing sources of information related to the needs of pupils; assisting with orientation activities which aid pupils to properly fit themselves into the school environment; acquainting them with the objectives, functions, and services of the guidance program; assisting with the conduct of extra-class activities having try-out or exploratory implications for pupils; assisting with follow-up studies and community surveys; and making informational materials of all kinds available to pupils.

The responsibilities of the principal in the guidance program include providing adequate counseling services by professionally competent persons; providing administrative leadership in the organization and administration of the program; providing adequate physical facilities, materials, and supplies for making the program effective; encouraging staff members to seek appropriate professional training in the field of guidance; assigning definite responsibility for the performance of the various functions of the guidance program with due regard for the abilities, training, and interests of staff members; and encouraging continuous evaluation and improvement of the guidance program.

[17] From *Counseling Adolescents* by E. G. Williamson, pp. 58–59, copyright 1950. Courtesy of McGraw-Hill Book Company, Inc., New York.

It should be obvious to the reader that the guidance program is not a task for highly trained specialists alone, working in isolation from the total educational program. The distinction between guidance and instructional services is not based upon a restrictive viewpoint but upon differences in specific objectives, functions, and processes. The relationship between these two aspects of the total school program is pointed up by the statement that an acceptable description of guidance services assumes that the program is a part of the total educational program, but not identical with any other element in it. Guidance services are not a new form of instruction in the accepted sense of classroom activities but aid in the school in its teaching program. They do not administer or supervise the school, but supply services essential to good administration and supervision. They do not recruit for any phase of training or education, but aid the individual to choose his school or life-work or other activity from the standpoint of enlightened self-interest and understanding.[18]

Relation of Guidance Services to Cocurricular Activities

The survey of viewpoints of a group of school administrators mentioned above revealed that 60 per cent of the group regarded the cocurricular program as an essential part of the guidance program. The writer believes that though the cocurricular program may make valuable contributions to the guidance program, it is not, *per se*, a basic element of it. The counselor needs to understand the relationships between the activities and functions of the cocurricular program and those which are fundamentally guidance activities. Obviously classroom instruction, clubs, athletics, and student government activities are not guidance activities but are, on the contrary, instructional and extra-class activities. To some this distinction may seem too self-evident to be worthy of expression; to others it may seem incongruous. However, the charge has sometimes been made that guidance workers would ascribe all educational activities to the guidance program and thus leave nothing to which other functionaries in education might lay claim. Again, the tendency of some to encom-

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[18] For an interesting point of view concerning the relationship of instructional and guidance services see E. G. Williamson, *Counseling Adolescents*, New York, McGraw-Hill Book Company, Inc., 1950. Pp. 72–74.

pass all noninstructional activities, *per se*, in the guidance program tends to confuse the vital functions and objectives of the program.

Many cocurricular activities make a real contribution to the needs of individual pupils. It does not necessarily follow that these activities provide developmental activities for all pupils who participate in them. Any attempt to meet individual needs implies that particular needs are recognized, and that the activity in which the individual participates provides experiences which will satisfy those needs. The cocurricular program may render service to an individual by providing certain needed developmental or adjustive experiences. To the extent that it accomplishes that end it is a valuable resource which may be employed to meet individual needs. Even in this event, the cocurricular program cannot be properly described as a guidance service. It is an activity which may be employed to supplement the services of the guidance program. The chief value of this distinction lies in the tendency to assign to the counselor all of the activities which may be vaguely described as *guidance*. This practice sometimes results in making the counselor a sponsor of group activities to the exclusion of the more important functions of providing leadership and counseling services for staff and pupils. This distinction in no sense detracts from the worth of cocurricular activities as an essential part of the total school program; it simply serves to emphasize the need for the competencies of the counselor in more important activities.

Some Misconceptions of the Duties of Counselors

The duties of counselors sometimes prove confusing to school administrators and teachers—as well as to counselors. This confusion is understandable when one takes note of the inherent differences between counseling and administration or instruction. The counseling function is a relatively new one in the school program, and some of the essential activities which underlie the process of counseling are not evident to the untrained or inexperienced observer. It is sometimes difficult for teachers and administrators to visualize the time and effort required for the many subtle duties pertaining to the counseling process and its related activities.

Educators have been conditioned by long experience with the instructional program to measure contributions to the educational program in terms of the number of classroom assignments of each staff member. Since counselors work with individuals with rather complete disregard for class schedules, their place in the school program is sometimes misunderstood. It is this freedom from classroom routine which poses the greatest problem for the busy, conscientious counselor. He must frequently set up a defense against becoming the school's "handy-man and chief mopper-upper." Such necessary school functions as checking routine absences of pupils, handling discipline, performing clerical chores and the like are sometimes assigned to the counselor for the reason that he can perform them without disrupting the scheduled program of instruction.

Though the routine clerical functions frequently assigned counselors result in the greatest loss of valuable time from more important duties, the disciplinary function is sometimes the greatest obstacle to effective relationships between counselor and counselee. Indeed, this function has led directly to the complete breakdown of the counseling service in some instances. One study of the responsibility of counselors for discipline revealed that a number of the group studied regularly performed disciplinary functions, and that some believed that their effectiveness as counselors was enhanced by that function. This report, however, probably does not represent a consensus of practicing counselors since half of the group were vice-principals and deans, who are generally regarded as disciplinary personnel.[19] The axiom that a counselor should "never assess nor carry out a penalty" seems to work best in practice.

The establishment and maintenance of rapport with the counselee is a first requirement if the counselor's services are to be fully effective. The pupil who is in need of disciplinary action should not be permitted to pass through the counselor's hands as a preliminary step in his journey to the proper disciplinary authority. Such practice encourages pupils to regard the counselor in many instances as a tool of

[19] Cox, R. D., *Counselors and Their Work*. Harrisburg, Pennsylvania: Archives Press, 1945.

an unjust authority, and tends to destroy the concept of the counselor as an objective staff member who represents neither administration nor the disciplinary function usually lodged in the administrator. On the other hand, it is not proposed that the counselor serve only "model" pupils, but rather that he not be placed in the position of being regarded by pupils as a masked disciplinarian. It is worthy of note that counselors have an important function to perform which does not usually allow time for the variety of clerical, administrative, and other details which are sometimes assigned to them.

Just as teachers are sometimes called upon to step out of their traditional role in the interest of efficient school administration, the counselor cannot draw an impenetrable shell around himself and avoid all nonguidance functions. He is, above all else, a staff member and should be no less vulnerable than are his teaching associates to occasional duties not in line with his usual functions. On the contrary, his freedom from a highly inflexible program of official duties should not result in undue loss of time from his major tasks. Administrators will recognize that safeguards against unwise use of the counselor's time are in the best interests of the pupils whom he serves. Certainly he is not to be regarded as the school's "sacred cow" whose time and person must be protected against the evil influences which abound outside his private office. It should be remembered that a major responsibility of the counselor is serving the needs of pupils, either directly or through giving needed assistance to other staff members in meeting pupil needs.[20]

Every Teacher a Counselor

Recognition of the important contributions which teachers may make to the guidance program has sometimes led to the false assumption that every teacher is a counselor. This concept is encouraged by the fact that teachers frequently engage in person-to-person

[20] Most books in the field devote some space to a discussion of the duties, responsibilities, and qualifications of counselors. One point of view concerning these is outlined in *Miscellaneous Bulletin 3314-1*, U. S. Office of Education, *Duties, Standards and Qualifications of Counselors*, February, 1949.

relationships with pupils as an essential part of the instructional program. Darley points out that "some teachers will operate best when they interview students regarding their own subject matter. They know their own field of knowledge; they may know the tricks of studying in the field; they may be able, by teaching and by student discussions, to vitalize their field of knowledge for students. To the extent they can do all of these things, they are valuable in the guidance program as interviewers for subject matter problems.[21]

The concept of teachers as interviewers for subject matter problems is important in understanding the fallacy sometimes subscribed to that every teacher is a counselor. Counseling is a much more comprehensive function than is interviewing in an instructional situation. The counselor must be skilled as an interviewer and he must attain a satisfactory degree of skill in the principles of statistics and measurement. In addition, he must have specialized training in other areas, including the gathering, assembling, dissemination, and interpretation of informational sources, familiarity with techniques and procedures in placement and follow-up services, and a knowledge of the objectives, principles, practices, and scope of guidance services sufficiently broad to enable him to locate and use a wide range of community resources in assisting pupils to make individualized choices, plans, and adjustments. The special training involved in developing the competencies suggested above point to the futility of expecting that any guidance program will be effective in the absence of at least one appropriately trained counselor. The duties and responsibilities of the counselor described above suggest the impracticability of the concept that every teacher is, or should attempt to be, a counselor.

On the contrary, this writer believes that most teachers could serve effectively as counselors given training, experience, and interests appropriate to the counseling function. To be sure, individual teachers, and also counselors, differ in the levels at which they can operate effectively as counselors.[22] The individual differences which cause us

[21] Darley, John G., *Testing and Counseling in the High School Guidance Program*, p. 167. Chicago: copyright 1942 by Science Research Associates, and used by their permission.
[22] See Chapter 8 for a discussion of levels of counseling.

a great deal of concern in understanding pupils are equally prevalent among teachers, counselors, and all other adults. One cannot assume that the competencies of counselors are in absolute ratio to the quantity of their appropriate training, experience, or interests. However, other things being equal, one might reasonably expect that such training will, in general, sharpen the skills applicable to the counseling function.

Interviewing and Counseling

The term *counseling interview*, though it may appear to be anachronistic, serves a useful terminological purpose in presenting an important fundamental distinction between counseling and interviewing. Though interviewing is the most single important technique in counseling, all interviewing is not counseling. Darley points out that some teachers are interviewers for subject matter problems and in this statement implies a difference in the *act* of interviewing and the *process* of counseling. Interviewing may involve giving the pupil information, or it may find the interviewer giving directions or advice which the interviewee is supposed to follow. Counseling, on the contrary, is a person-to-person relationship in which the counselee is assisted in making certain needed interpretations and evaluations as a result of which he should be increasingly able to establish and carry out plans of action designed to produce desirable modified behavior patterns, or move toward achievement of a desirable goal.

The notion that counseling and interviewing are synonymous activities has given rise to the fallacy that every teacher is a counselor, or that every teacher regularly performs the counseling function. It is agreed that some teachers do an excellent job of counseling and the number of teachers having appropriate training in counseling is increasing. It does not follow, however, that every situation in which the interviewing technique is employed is a counseling situation. One might say that a counseling interview is one from which the counselee derives measurable benefits related to his interests and needs which would often be revealed to the counselor through use of the follow-up process. Such benefits might be in the nature of information needed to formulate a plan of action, or catharsis leading to a

SUGGESTIONS FOR FURTHER READING

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2. Chisholm, Leslie L., *Guiding Youth in the Secondary School*. New York: American Book Company, 1945. Chapter 1, "What Is Guidance?"

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13. Kirkendall, Lester A., I. R. Kuenzli, and Floyd W. Reeves, *Goals for American Education*. Chicago: The Commission on Educational Reconstruction of The American Federation of Teachers, 1948. Chapter 5, "A Program for American Education."

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17. Report of the Committee on Terminology, 7th National Conference of State Supervisors of Occupational Information and Guidance Services, 1946.
18. Super, Donald E., *The Dynamics of Vocational Adjustment*. New York: Harper and Brothers, 1942. Chapter 1, "What Is Vocational Guidance?"
19. U. S. Office of Education, Vocational Education Division, *Bulletin No. 1*, Washington, D. C.
20. Warters, Jane, *High-School Personnel Work Today*. New York: McGraw-Hill Book Company, Inc., 1946. Chapter 2, "Some of the Answers."
21. Williamson, E. C., *Counseling Adolescents*. New York: McGraw-Hill Book Company, Inc., 1950. Chapter 2, "A Program of Student Personnel Services."
22. Wright, Barbara H., *Practical Handbook for Group Guidance*. Chicago: Science Research Associates, 1948. (See index.)

CHAPTER 2

GUIDANCE SERVICES YESTERDAY

AND TODAY

THE HISTORY of education reveals constant change
in educational techniques and practices. Most of the changes re-
corded have stemmed from persistent efforts of educators to achieve
more effectively the fundamental purposes of the educational process.
The impermanence of the matrix of the social and economic order
regularly requires that new techniques and practices be developed
to serve the needs of individuals and of society. The importance of
the individual in a democratic society and the need for full develop-
ment of his intellectual, social, personal, and other resources have
placed a great responsibility upon the forces of formal education.
The conscientious desire of educators to rise to this responsibility has
led to research, experimentation, and evaluation activities surpassed,
if at all, only in scientific fields. This commendable persistence of
educators in their efforts to achieve constant progress toward more
effective educational techniques and practices has occasionally led
critics to misinterpret their purposes. Experimentation is quite often
a trial-and-error process, and not infrequently results in abandon-
ment of some of the practices and techniques explored. The only real
tragedy in this connection occurs when the experimental process be-
comes an habitual practice without benefit of adequate evaluation, or
when the fruits of experimentation are denied through blind resist-
ance to change.

It has been frequently observed that Americans are an optimistic
people. Perhaps because of this temperament the advancement of
technological processes in industry has encouraged us to expect many
other processes to be carried on with an ease equal to that which we
consider present in the production of an automobile or a refrigerator.
This easy expectancy has sometimes caused us to set up new ac-

tivities in the educational program to serve a recognized need, with high hopes for the future. When they have not measured up to expectations, we have sometimes considered their discovered limitations as evidence of complete failure to achieve the purposes for which they were established. A characteristic example of this occurred a generation ago in the field of guidance.

Early Effects of Group Testing

The founding of the Vocation Bureau of Boston, in 1908, stimulated educators to manifest interest in guidance services for pupils in the public schools. Beginning in Boston the following year, when a counselor was appointed for each elementary and secondary school, interest in guidance services spread to more than a dozen cities in a short time. Interest grew rapidly throughout the second decade and gained new impetus immediately following World War I. This stimulation came chiefly from the further development and use of group tests by the Army. Though the experience with group tests was later to prove valuable in the development and refinement of guidance services, it resulted first in a temporary setback.

Because of the success with which group tests were employed by military psychologists, counselors and other educational workers accepted them as a panacea for measuring human mental capacities. Group testing came to be regarded as synonymous with guidance services. This overconfidence in and misuse of tests led to widespread skepticism as the limitations of these instruments were gradually revealed. The reaction of educators to the revelation that group tests failed to achieve measurement in an infallible and absolute sense was extensive. Little inclination was shown to accept the fact that tests had been credited with too great a degree of validity and reliability, and to continue to employ them as one of several sources of information about pupils with full recognition of their limitations. The preferred course seemed to be to discard tests as valueless, and with them the guidance services which had come to be considered as synonymous with group testing. Consequently, the interest of many schools in developing guidance programs appears to have lagged perceptibly for several years, beginning in the middle 1920's. Brewer re-

cords that only one new department of guidance services was established in any metropolitan school system in 1926, and none in 1927 despite the fact that these were relatively prosperous years for the schools.[1] The diminished interest in guidance services during this period cannot be credited alone to the unhappy experience with the group-testing movement, but it was an important factor. Let us examine some of the factors which led to renewal of interest in the field in the early 1930's, and some of the influences which led to early origins.

FACTORS CONTRIBUTING TO THE GROWTH OF GUIDANCE SERVICES

The customary lag between theory or initial experimentation and practice is not common to the field of education alone. Nor can this gap be closed immediately upon the appearance of evidence that something needs to be done to implement desirable changes. Often resistance to change, "the momentum of inertia," must be bombarded over a period of time with a series of developments which point to the need for dynamic action designed to lessen the distance between theory and practice. This is precisely the order of circumstances leading to the development of guidance services in the schools of this country. The series of happenings, largely socioeconomic, which led to guidance practices as we know them today are suggested here. Even these, extensive as they may appear, represent only a partial recounting of all the conditions which led to the development of guidance services in the schools.

Secondary Schools Became Less Selective

The high degree of selectivity which existed in secondary schools a century ago was not conducive to recognition of individual differences. Pupils who continued with formal education beyond the common school prepared for the professions, or sought cultural education which generally required a reasonable level of academic ability. The

[1] Brewer, John M., *History of Vocational Guidance*. New York: Harper and Brothers, 1942. P. 103.

range of individual capacities of secondary school pupils was quite narrow by comparison with variations in the schools today. The absence of coeducation and the fact that socioeconomic status was an important factor in determining secondary school enrollment operated as restrictive factors. Graduation from a secondary school was essentially a requirement only for individuals who planned to enter college, whereas today employers hold high school graduation as a minimum for employment in many minor positions.

The decreasing selectivity of the secondary school is illustrated by the fact that while during the seventy years from 1870 to 1940 our population increased three times, the high school population increased ninety times. Thus the secondary school population came to represent a cross section of the total population, with consequent wider variations in aptitudes, interests, financial resources, and in many other aspects of significance to individual planning and achievement. During the period from 1910 to 1938 the number of pupils who entered the first year of high school increased from 310 of each thousand to 850 and the number of high school graduates per thousand increased from ninety-three to 450.[2] This group, spread between the upper and lower extremes of individual characteristics, demanded that the implications of these differences be recognized and that provision be made for individualized instruction, planning, and adjustments. The complexity of the social and occupational world increased at a pace equal to that set by the increasing educational level. Many new occupations appeared on the scene until the number had increased from less than a score in colonial days to more than 30,000 in 1940. In 1870, three out of four of those going to high school went on to college, while in 1940 only one in ten entered college. This trend placed upon the schools the responsibility for assisting pupils to plan programs of studies not only as preparation for college, but also in preparation for employment immediately upon leaving the secondary school. This greatly reduced selectivity of the secondary school gave rise to educational services designed to meet the needs of individuals who were required to adjust to a socioeconomic society

[2] Warner, W. L., R. J. Havighurst, and N. B. Loeb, *Who Shall Be Educated?* New York: Harper and Brothers, 1944. P. 51.

in which satisfactory adjustment and survival meant that each had to capitalize his known aptitudes and interests. The individualized and humanized techniques of guidance services came to be recognized as an element of the educational program essential to aiding pupils to live and to prepare for earning a living in the best interests of themselves and of society.

Emphasis upon Individual Differences

The phenomenon of increased enrollment in the secondary school has already been mentioned. The impact of this growth resulted less from actual numbers than from the accompanying spread of individual differences among pupils. Secondary school pupils no longer came from markedly similar social, economic, and cultural backgrounds with a single purpose—preparation for college and a profession. An increasing number of pupils came from the families of tradesmen, unskilled workers, and small merchants. Many of them did not plan to enter college. As the school population grew to be increasingly representative of the total population, the range of individual interests, aptitudes, occupational goals, and socioeconomic status underwent further change until the continuum embraced a maximum span of individual characteristics.

Evidence that young people were concerned with the choices and plans which confronted them is suggested in some of the literature which appeared during the nineteenth century. Brewer cites the publication of a number of books dealing with the opportunities and requirements of certain trades and professions. *The Complete Book of Trades* (1838), *What Profession Shall I Choose and How Shall I Fit Myself for It?* (1884), and *The Panorama of Professions and Trades, or Every Man's Book* (1836), were some of the books which appeared. This emphasis upon guidance services of a primarily vocational character was typical of early publications in the field. Brewer records that this emphasis continued to prevail as attempts were begun to broaden the concept of guidance services and put them into actual practice. The encouraging note, however, is that the individual was coming to be recognized as having unique characteristics which made it necessary that the choice of an occupation be an individual

matter. To this extent individual differences were coming to be recognized. The responsibility of the school for assisting pupils to make plans, choices, and adjustments against a background of individual characteristics and a knowledge of them on the part of the individual was yet to come. The Simon-Binet experiments in the measurement of individual mental capacities did not begin until the turn of the twentieth century, and the use of individual mental tests began in America on a limited scale about a decade later. The development of satisfactory instruments for achievement, aptitude, and interest measurement was more than a quarter of a century in the future. Without these instruments to identify and measure individual characteristics, the development of guidance services could not be hoped for at great speed.

Growing Complexity of the World of Work

The growth in recent years in the number of ways in which adults earn a living has increased the responsibility of the school for aiding pupils to make realizable vocational choices. From less than a score of occupations in colonial days, the number of job opportunities is now estimated as high as 100,000. This increase in the number of potential vocations increases the difficulty of the task of selecting a vocational area consistent with individual interests and aptitudes. The constantly changing character of the occupational world and its opportunities and requirements points to one of the functions which guidance programs should perform in the schools.

Expansion of the School Program

Growth in the number of subjects and curricula in the schools has greatly increased the need of pupils for assistance in planning study programs consistent with individual educational and occupational goals. The trend toward liberalized requirements for college entrance has resulted in an expanded list of school subjects from which pupils must choose. As this trend grows, pupils have greater need for counseling with particular reference to the relation of school subjects to post-high-school plans.

A similar growth is occurring in the cocurricular aspect of the

school program. Pupils frequently need interpretations relating to extra-class activities, their objectives, opportunities which they provide for personal growth and development, and their relation to educational, occupational, and personal goals.

The Concept of Child Growth and Development

Some of the investigations in the field of child growth and development have introduced broadened concepts of human growth upon which more effective educational programs may be built. The writings of Prescott, Olson, and others have served to emphasize the growing individual in his environment, and these writings have encouraged new viewpoints and procedures in present-day education. The point of view long subscribed to by guidance workers, that educational planning and practice should be based upon the objective of "learning" the pupil before attempting to teach him, is supported by the concept of child growth and development. The encouragement given to teachers as they strive to discover the emotional, social, physical, and mental patterns and needs of individuals promises to place a significant emphasis upon truly individualized education.

Beneficial Effects of Group Testing

The impetus given to the construction and use of group tests through their use on a relatively large scale during the first World War greatly facilitated their use for guidance purposes in the schools. Thorndike had already recognized the advantages of group tests, and had provided leadership which doubtless would have eventuated in their development. Otis and Terman had set to work on a group intelligence test and their work provided the nucleus for the Army tests. The need for rapid preparation of tests for military uses minimized the prejudices already established in favor of well-established methods of individual testing. Another factor which contributed to the rapid development of group intelligence tests by the Army was the pooling of competencies of many psychologists. Development during the period prior to the war emergency had come from the initiative and interest of a few psychologists working more or less in isolation. The forces of inertia were much more quickly overcome as

a result of the cooperative efforts of many workers with common interests and competencies in the area of psychological testing.

Obviously the development of group testing instruments and procedures was fundamental to the development of many guidance services. Individual testing methods required excessive time and effort when applied to the total school population. Though group testing was already in process of development, the Army venture into the field gave time-saving impetus to the movement and by so doing hastened the arrival of instruments indispensable to mental measurement on a large scale.

Influence of Socioeconomic Conditions

A variety of socioeconomic conditions contrived to emphasize the need for guidance services. Depressed economic conditions in the 1930's brought widespread unemployment among persons of all ages, and especially affected were the youth who had developed no marketable skills. This condition led young and old workers alike to seek assistance in discovering their aptitudes and interests with the vague hope that they might somehow create for themselves a place in a highly unfavorable labor market.

The creation of the Civilian Conservation Corps, the Works Progress Administration, and the National Youth Administration were governmental attempts to provide employment and training for workers who could not be accommodated in the existing labor market. The Civilian Conservation Corps and the National Youth Administration subscribed to the concept of providing training on the basis of the aptitudes and interests of the individual. The former agency employed educational directors in an attempt to assist enrolees to develop salable skills which might attract private employers. The National Youth Administration carried the concept of individualized training even farther. In many instances, personnel workers were employed to provide testing and counseling services for enrolees. Outside resource persons and agencies were enlisted in many cases to assist with the placement of youth in suitable training situations through analysis of individual aptitudes, interests, past work experiences, and other pertinent information. Though the vocational

aspects of the counseling process received greatest emphasis, the personal, social, and other problems and needs on enrolees were dealt with in an attempt to aid them to attain the role of wage-earner and independent citizen.

These efforts on the part of Federal agencies to understand and assist individuals toward self-sufficiency gave impetus to guidance services in the schools. Educators recognized a danger inherent in govemmental assumption of a responsibility which properly belonged to the schools. The result was an intensified effort to provide youth in schools with guidance services designed to promote wise choices, plans, and adjustments essential to living and making a living in a manner which would best serve the interests of the individual and of society.

Some Effects of the Second World War

Recovery from the dire economic conditions of the third decade of the century found the country embarking upon a program of preparation for war. Again the armed services enlisted the aid of psychologists, psychometricians, and other technical workers in the development of group and individual tests for the selection and placement of military personnel in the greatly expanded and highly specialized military organization. The need for efficient utilization of manpower in the military organization and in the labor force led to extravagant use of personnel techniques and personnel workers. Counselors and other personnel workers, hitherto employed in relatively small numbers, appeared in many business and industrial establishments and in educational institutions.

The immediate effect of the great demand for personnel and related workers was a negative one upon guidance programs in the schools. Counselors with limited training and experience were employed as personnel workers in business and industry at salaries far in excess of those offered in education. Others entered the armed services to perform personnel services. This exodus of guidance workers from the schools, though a distinct loss at the moment, ultimately proved to be an important gain. Many of those who left the schools obtained valuable training and experience in a

variety of situations as personnel workers and returned to the schools at the close of the war endowed with enriched understanding and competencies. Others returned to civilian life as counselors in the Veterans' Administration and in college and university counseling centers. The influence of counseling services for veterans established in colleges and universities throughout the country greatly hastened the provision of similar services for other college students. Fortunately, many counselors who have worked in agencies and institutions providing counseling services which were created as a direct result of the war are still returning to positions as guidance workers in the secondary schools. Their experiences since leaving the schools have markedly improved their value as guidance workers. Not only have they developed new knowledges and skills, but also a practical knowledge of the world of work and living beyond the educational setting.

Summary

Some of the factors which served to hasten the development of guidance services have been mentioned. One could extend the list almost interminably if all of the conditions which, in one way or another, touched this growth were set down. Some of those mentioned by other writers seem to have nominal influence by comparison with certain others which exercised a direct influence upon the beginnings of specific guidance activities. The early beginnings of Parsons, Merrill, and others were an attempt to encourage economic adjustment of the individual. The process once begun was accepted as a responsibility of the schools, and in that setting it was expanded to include other aspects of learning to live which reached beyond the purely occupational aspect of the individual's development and adjustment. This broadening of the concept of individual growth and adjustment was indeed fortunate. Present-day guidance services are planned around the concept of the individual as an integrated organism whose needs and problems are highly interrelated. No one factor or circumstance may be singled out and given credit for the genesis of this concept. To a large degree we have learned the intricacies of the individual and his behavior

through practices based upon the principles of mental hygiene, individual differences, motivation, and other pertinent areas related to human growth and development. The satisfying fact is that we have learned enough to make guidance services increasingly effective.

GUIDANCE SERVICES YESTERDAY

It has been suggested that the early history of the development of guidance services indicates an emphasis upon certain vocational aspects of the process. When one considers the many tools and techniques employed in a comprehensive guidance program today, it is apparent that early efforts were seriously hampered by a scarcity of the methods, techniques, and tools used by modern counselors. The fundamental processes involved in understanding the individual as we know them today rely upon tests, inventories, case studies, case conferences, personal information blanks, and a variety of other tools and techniques not in use forty years ago. It is out of cumulative experience that advancement must come; time is an important factor in determining the level of the reservoir of experience. Such was the case in the development of guidance services. While it is not the purpose of this section to present a detailed account of earlier guidance activities, a brief sketch of guidance services will reveal some of the experiments which lie at the foundation of concepts, practices, and procedures as we find them today. Brewer's incomparable history of earlier happenings in the field will be of interest to the reader who desires a comprehensive account of the personalities, organizations, and experiments which prepared the way for present-day practices.[3]

The Mental Hygiene Movement

Frank Parsons' work in connection with developments in the field of guidance occurred simultaneously with the beginning of the mental hygiene movement. It was in 1908, the year of Parsons'

[3] Brewer, John M., *History of Vocational Guidance.* New York: Harper and Brothers, 1942.

first publicized work at the Vocation Bureau in Boston, that Adolph Meyer coined the term *mental hygiene*. Hinckley[4] recounts that the formal movement began with the formation of the Connecticut Society in that year, and that, psychiatrically speaking, the movement had its college inception in 1922 at Yale.

The importance of the mental hygiene movement to the development of guidance services is emphasized by Berdie:

Insofar as mental hygiene is conceived of as a social movement, student personnel work is a part of that movement, and the work of every student personnel worker is intricately involved with the goals and purposes of the mental hygiene movement. Within a student personnel program we may have a mental hygiene clinic or a mental hygiene counselor, but these are restricted titles. In the broadest sense personnel work is one series of activities and one set of concepts within the total sphere of mental hygiene.[5]

Unfortunately, neither Parsons' work nor that of his contemporaries left any clear evidence on the record that the mental hygiene movement, important as it was to become later to counselors and teachers, had any appreciable impact upon the early development of guidance services. To have brought these two movements together would doubtless have broadened the early horizons of both movements.

Counselors and teachers recognize today the importance of mental hygiene concepts in understanding the individual pupil. Williamson has emphasized that a knowledge of mental hygiene is as important to the counselor as is skill in the interpretation of psychological tests. This view he emphasizes in pointing out the following:

When the stresses and strains besetting an individual become too much for his psychological structure to endure, he is forced to find release from pressure in the development of evasions, rationalizations, and other erratic

[4] Hinckley, Robert G., "A Social Movement and a Clinical Service," Chapter V, *Trends in Student Personnel Work*. Minneapolis: University of Minnesota Press, E. G. Williamson, Editor, 1949.
[5] Berdie, Ralph F., "The Clinical Psychologist and Mental Hygiene Counseling," *Ibid.*, pp. 144–150. Copyright 1949 by University of Minnesota Press and used by their permission.

behavior which, to the alert counselor, serve as warning flashes that something is wrong. The variety of these symptoms is as great as that of the causes . . .[6]

A recent study of courses being provided by more than one thousand American colleges and universities for the training of counselors points up the important place which mental hygiene occupies in the training program. Of the 1,010 institutions offering training for counselors, 453 now include at least one course in mental hygiene.[7] While fewer than half of the teacher education institutions offer such a course, the outlook for the future can probably be regarded as hopeful.

Vocational Guidance as a Beginning

The beginning of guidance services as essentially vocational in character needs no defense. The concept of the individual as a whole organism whose needs are so interrelated as to defy compartmentalization had not yet been accepted. The significance of mental health as a factor in effective living was yet to be fully realized.

The problems of selecting appropriate subjects from a comprehensive list of electives, choosing a college or other training opportunity from a formidable list of possibilities, correcting defective study habits, and many other similar considerations which pupils in a modern high school must reckon with were virtually unknown in the beginning days of guidance services. There was little province for the activities now frequently described as educational guidance because of the relative simplicity of educational choices, and lack of the tools and techniques of measurement and adjustment now regarded as indispensable. The early work of Frank Parsons in the Vocation Bureau of Boston appears to have been concerned only with the vocational aspects of guidance services. The purpose of the Bureau was stated as "intended to aid young people in choosing an occupation, preparing themselves for it, find-

[6] From *How to Counsel Students* by E. G. Williamson, pp. 173–174. Copyright 1939. Courtesy of McGraw-Hill Book Company, Inc., New York.
[7] Froehlich, Clifford P., and Helen E. Spivey, *Guidance Workers Preparation*. U. S. Office of Education, Washington 25, D. C., Misc. 3333. P. 8.

ing an opening in it, and building up a career of efficiency and success."[8] This emphasis was present also in the earlier work of George Merrill at the California School of Mechanic Arts in San Francisco in 1895. Brewer records that Merrill's plan provided for exploratory experiences in each of the trades taught by the school, accompanied by study in related subjects.

Though Merrill's work is described by Brewer as the first systematic attempt, under educational auspices, to provide specific guidance services for pupils, it is of less significance historically than were the activities in this connection in Boston early in the twentieth century. There were many influences at work and numerous activities were carried forward in Boston to mark the experiment there as an historical one in the development of guidance services.

Early Experiments in Boston

Evidences of interest and progress in the development of guidance services first appeared before the twentieth century. As one might expect, these early experiments embraced only a few aspects of a guidance program as we view it today. On the other hand, the plan of George Merrill in California, in 1894, embraced several of the functions now ascribed to the guidance program, including analysis of the individual, counseling, job placement, and follow-up of former pupils. Though these functions were conceived in a relatively narrow sense, the important fact remains that they were recognized as guidance functions.

There is some evidence of interest in educational problems about the time of Parsons' work in Boston. In 1909, counselors were appointed in the Boston schools and Reed reports that some of them were primarily educational counselors.[9] Jesse B. Davis was interested in working with high school pupils in Michigan, beginning at Central High School in Detroit about 1907. It is reasonable to assume that the educational problems of pupils occupied some of his attention at the Detroit school, and later when he be-

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[8] Brewer, John M., *History of Vocational Guidance*, p. 61. New York: copyright 1942 by Harper and Brothers, and used by their permission.
[9] Reed, Anna Y., *Guidance and Personnel Services in Education*. Ithaca: Cornell University Press, 1944. P. 7.

came principal of the Grand Rapids high school. However, emphasis upon the vocational aspects of guidance services remained predominant throughout the early years of guidance activities. A broader concept and practice were certain to be an outgrowth of the experience accumulated from these early beginnings.

1908: THE VOCATION BUREAU OF BOSTON

The Vocation Bureau of Boston, established by Frank Parsons in 1908, was devoted primarily to assisting young people to make vocational choices based upon a knowledge of their occupational aptitudes and interests.[10] Parsons' concept of vocational guidance was expressed in his book, *Choosing a Vocation*, as embracing three broad factors: (1) a clear understanding of yourself; (2) a knowledge of the requirements and conditions for success in different lines of work; and (3) true reasoning on the relation of these two groups of facts. Parsons introduced the term *vocational guidance*, which he described as a process designed to "aid young people in choosing an occupation, preparing themselves for it, finding an opening in it, and building up a career of efficiency and success." This definition of vocational guidance is strikingly similar to the one now subscribed to by the National Vocational Guidance Association that "vocational guidance is the process of assisting the individual to choose an occupation, prepare for, enter upon, and progress in it." Though one might look with tolerance upon Parsons' restricted concept of choosing a specific occupation, the complexity of modern occupational life makes it difficult to accept the same narrow viewpoint today.

1908: PLAN FOR TRAINING COUNSELORS

Parsons considered counseling for individuals as an essential guidance service. Brewer notes that his interpretation of the nature of counseling was consistent with present-day belief that for the individual counseling is a learning process rather than an advice-giving situation. Parsons' recognition of the tendency of adults

[10] This discussion of the Boston experiment is based largely upon Brewer's *History of Vocational Guidance*, Chapters V and VI.

to give advice rather than assist individuals to become increasingly self-directive is clearly indicated. In October, 1908, just nine months after the establishment of the Vocation Bureau, a plan for training counselors was announced. Parsons' conviction that counseling deserved to touch the lives of young people everywhere was indicated by his suggestion that it become a part of the public school system in every community. The announcement of the School for Vocational Counselors reproduced by Brewer (page 63) states that its purpose was "to fit young men to become vocation counselors and manage vocation bureaus in connection with Young Men's Christian Associations, schools, colleges, universities, and public systems, associations and business establishments anywhere in the country."

1909: GUIDANCE WORK IN BOSTON SCHOOLS

The work of the Vocation Bureau led to an active interest in guidance services among certain leaders in the Boston schools. Early in 1909 the Board of Superintendents stated that definite assistance should be given pupils in choosing a high-school curriculum. The Bureau, now under the direction of David Stone Wheeler,[11] offered to appoint a full-time director to help with the work, "to hold conferences, to prepare counselors, to conduct visits to factories, to give lectures for graduating classes, and to keep a record of the work accomplished."[12] The Board accepted Wheeler's offer, and a committee, composed largely of principals, was established to give direction to the work. The formulation of this committee was followed by appointment of 117 counselors, one for each elementary and secondary school in the Boston system. Unfortunately, this early attempt to establish a systemwide guidance program did not lead immediately to a permanent organization. The counselors appointed were hampered by conditions which are still found in a great many unsuccessful attempts to develop guidance programs in schools. The need for time scheduled in the daily school program was not considered to be of sufficient importance to make such provision,

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[11] Frank Parsons died on September 26, 1908.
[12] Brewer, John M., *History of Vocational Guidance.* New York: Harper and Brothers, 1942. P. 76.

and a request for funds to provide tools, supplies, and materials was not granted.

1913: A VOCATIONAL INFORMATION DEPARTMENT ESTABLISHED

Though guidance activities continued in the Boston schools, they appear to have lacked adequate organization and coordination for several years following the appointment of counselors in 1909. In November, 1910, Louis P. Nash, who had been secretary of the directional committee of principals, was designated to investigate and report plans for the better establishment of vocational guidance. Nash's recommendation that a department of vocational guidance be organized was not acted upon. In pointing out the need for such a department, he wrote:

A course of study upon vocations should be offered in the high schools, and be required of all pupils whose plans are not decided. A number of typical occupations should be carefully studied, by means of books, lectures by experts in the several subjects, visits to establishments, and in other ways practicable. . . . A pupil who has thus made careful study of certain typical occupations will have acquired a method of studying with relation to his future.[11]

During the period from 1909 to 1913 the Vocation Bureau continued to work with Boston counselors. Richard D. Allen, later Director of Guidance in Providence, had affiliated with the Bureau and in that connection had produced pamphlets and books concerned with occupational opportunities and requirements. A series of conferences was held with the school counselors in Boston under Allen's leadership, dealing with the principles of vocational guidance and with occupational information presented in talks by men and women engaged in certain occupations.

In 1912, a placement bureau was organized by a group of persons not connected with either the Vocation Bureau or the schools. The public schools participated in this undertaking to the extent of permitting the use of school buildings for the work. It appears that the placement bureau was concerned only with assisting pupils

[11] *Ibid.*, p. 77. Copyright 1942 by Harper and Brothers, and used by their permission.

to find jobs, and that no studied effort was made to achieve placements based upon a knowledge of the capacities and limitations of the individual. However, the activities of the Bureau, coupled with Nash's recommendation in 1911 that a department of vocational guidance be established, doubtless contributed to establishment of a Vocational Information Department in 1913. The importance with which this new department was regarded is indicated by the fact that it was placed under the direction of an assistant superintendent. Previous efforts to offer guidance services to pupils had been left largely to outside agencies with scarcely more than moral support from school officials. The committee of principals, which had been the chief stimulating force within the schools, was now replaced by a department with administrative status, with Laura F. Wentworth as its half-time director. Its announced purpose was "to collect vocational information and distribute it to teachers, pupils, and parents."[14] Historically, the importance of the Vocational Information Department lay in the fact that the public schools of Boston had now accepted responsibility for limited guidance services for pupils.

1913: BOSTON COUNSELORS REAPPOINTED

That the Vocational Information Department was to make a serious effort to achieve its announced purpose was indicated soon after its inception. Miss Wentworth's responsibilities were more far-reaching than the nature of the Department might have suggested to the casual observer. Brewer records that one of her first acts was to secure reappointment of the counselors who had volunteered for service in 1909. Moreover, the counselors were now to hold regular office hours for counseling and were to divide the work so that both drop-outs and graduates would be reached. The character of the work carried on is suggested by the superintendent's report of June 30, 1913, which tells of meetings of the counselors arranged by the Vocation Bureau, and of materials provided for the counselors by the Vocational Information Department, including a plan for an occupational information course one-half hour per week, open to

[14] *Ibid.*, p. 80.

eighth-grade graduating classes and all other pupils thirteen years old and over. This course was to include information on characteristics important for success, talks on vocations and on schools preparing for various colleges, visits to industries and schools, biographical and occupational readings, and discussions on job-getting, obtaining employment certificates, health and work hazards, and use of leisure time.[15]

1915: DEPARTMENT OF VOCATIONAL GUIDANCE ESTABLISHED

The interest shown by the Boston public schools in accepting responsibility for providing guidance services as a tax-supported function of education was evidenced in the establishment of the Vocational Information Department. This step forward encouraged the founders of the Placement Bureau, still under private auspices, to expect that their work would be taken over and supported by the schools. They were not disappointed, for in April, 1915, the Department of Vocational Guidance was established to include placement and supervision of the work of the school counselors. Brewer says in this connection:

The development of educational and vocational guidance in Boston schools has been continuous and effective. The conferences with elementary school counselors were continued until the system was reorganized with intermediate schools, and the department thereupon assisted in organizing educational guidance in the intermediate schools. The work at the central office has been extended and includes counseling, record keeping, collection of vocational information, placement, and follow-up reports on recent graduates. All of the high schools are served by at least one counselor attached to the Department. Four have counselors assigned on full time.[16]

It is interesting to note that the present practice of certificating counselors originated in Boston in 1915, the same year the Department of Vocational Guidance was established. Brewer states that in December of that year the School Committee adopted standards for counselors, requiring adequate study of education plus experience

in a vocational school or in special vocational service as approved by the Board of Superintendents.

Other Early Guidance Experiments

The account presented here of the Boston experiment in guidance services is not intended to imply that interest in this new aspect of education centered there alone. It does, however, serve to illustrate the manner in which a number of agencies and individuals brought a unified influence to bear upon the problem. This convergence of interests suggests a pattern of growth which has characterized the evolution and expansion of guidance services as we know them today. The Boston Vocation Bureau was concerned with the vocational aspects of guidance activities at the outset. A little later we find the Boston public schools showing an interest in assisting pupils to make curricular choices, an indication that a relationship between educational and vocational choices was recognized. A third element, that of placement, was introduced by a group of persons not connected with either the Bureau or the public schools. This early pattern of gradual expansion of the scope of guidance services has continued to the present time.

Concurrent with the Boston experiment, guidance activities were being carried on in the public schools of New York City. The work there was begun by the High School Teachers' Association under the leadership of Eli W. Weaver. In several of its aspects, it paralleled the early activities in the Boston schools. Volunteer counselors appeared in several high schools; vocational information and placement received some attention. One new concept appears to have originated in the New York experiment, that of supervision of pupils placed on part-time jobs.

In 1911, the Cincinnati public schools began work in vocational guidance under the leadership of Frank P. Goodwin, Director of the Department of Civil and Vocational Service. Reed states that the plan for Cincinnati included: (1) a study of the individual and use of personnel record cards; (2) systematic effort to keep the life-career motive before high-school pupils; (3) collection of occupational information including that on the personal factors

which make for success in different lines of work; (4) knowledge of opportunities for advanced training, especially college training; and (5) better adaptation of school courses to the vocational needs of pupils.[17]

That the Cincinnati plan represented a rather broad concept of guidance services is clear from the five elements which it included. Further evidence of its breadth is suggested by Goodwin's six conditions which he proposed as essential to successful vocational guidance programs in large high schools: (1) the appointment of a director with time for supervision; (2) a school organization which will permit the close contact of each pupil with at least one teacher of the right type; (3) the exercise of an intelligent and sympathetic helpfulness on the part of the teacher; (4) a logical analysis of the personal characteristics of each pupil; (5) an understanding of the relation of school work to the life-career motive; and (6) the adaptation of school work to the vocational needs of the community.[18]

The Cincinnati plan is interesting for its implications in that it suggests concepts which are accepted today as essential to effective guidance services. The appointment of a director of the activities involved in providing guidance services was a recognition of the need for responsible leadership, a concept which is now widely accepted. Goodwin's belief that administrative organization should insure close personal contact of pupils with "at least one teacher of the right type" suggests the principle of counseling services for all pupils. His use of the phrase, "teacher of the right type," implies recognition of current thinking that staff members who perform the counseling function should possess certain desirable personal characteristics. Though the provision of the Cincinnati plan that a logical analysis of the personal characteristics of each pupil be made was subscribed to by Parsons and others, its importance as a principle was doubtless more firmly entrenched in the thinking of educators by virtue of its repetition. Finally, Goodwin's plan made specific mention

[17] Reed, Anna Y., *Guidance and Personnel Services in Education.* Ithaca: Cornell University Press, 1944. P. 10.
[18] *Ibid.*, p. 11.

of the need for adapting the curriculum to the vocational needs of the community. This provision suggested the need for studying the occupational opportunities and requirements in the community with a view to planning the school's occupational training program to prepare young workers for employment in jobs available in the community.

The work of Jesse B. Davis in Detroit, and to a greater extent in Grand Rapids, occurred about the time the work of the Vocation Bureau was beginning to reach into the public schools of Boston. Davis' interest in guidance services introduced one notable variation by comparison with the Boston program. It will be remembered that the interest generated in the Boston schools came from without, largely through the Vocation Bureau and the privately sponsored Committee on Placement. Davis took a position of leadership in Grand Rapids and actively sought the participation of community agencies and organizations in carrying on the guidance program at Central High School. This new practice of providing leadership from within the school and utilizing resources in the community to supplement the school's efforts is now recognized as essential to program development.

Though the interest shown in providing guidance services was not confined during this period to New York, Cincinnati, Grand Rapids, and, of course, Boston, these early centers of activity serve to illustrate the growing interest in the field on the part of schools. Brewer presents an exhaustive account of early developments, including a detailed chronological account of the establishment of permanent guidance departments. The reader who is interested in a comprehensive account of the origins and early development of guidance services in education will find Brewer's account of impelling interest.[19]

Who Really Originated Guidance Services?

It is not important that the origin of guidance services be credited to any individual, or to any particular period of history. A cross-section examination of a particular period or locality would present a view of

[19] Brewer, John M., *History of Vocational* ~~e.~~ New York: Harper and Brothers, 1942.

guidance services at that particular time and place. Social movements do not leave "footprints on the sands of time." Rather do they stem from a need and evolve gradually until appropriate means have been developed for satisfying the need which fostered them. This typical pattern was followed in the case of guidance services. Reed points out that social movements

> are not set down full-fledged among us, even though such may appear to be the case. Rather, from very small and unimportant beginnings, modified as they progress by social and economic conditions and in their tangible form adapted to the cultural milieu in which they find their expression, they evolve very slowly until eventually there are observable evidences that a new movement has come into being. It is these tangible evidences of the crystallization of a movement which are often accepted, and dated, as the genesis or origin of the movement. Hence it is logical that such services as guidance should be credited by the casual student to one or more apparently spontaneous events or happenings which others have accepted as beginnings, or primary causal factors. In reality, they are symbols of a change which has taken place in the established culture pattern.[20]

Brewer cites the work of George A. Merrill in San Francisco, Jesse B. Davis in Detroit and Grand Rapids, and of others interested in the field of guidance during the early periods. Of the work of these persons who were active during the years of its perceptible beginnings Brewer says:

> It is impossible for us, at this distance, to estimate the effect of these activities, or compare them with those of Parsons and Bloomfield. . . . We should rather consider all of these efforts cumulative and maintain that the "movement" grew out of the efforts of all the early pioneers, not excluding any. It seems truth to say that at least so far as common opinion is concerned the chief impetus of the movement points back toward the beginnings by Parsons. We cannot deny, however, that such opinions are psychological, depending upon trends early begun and particularly upon publicity. The reader is invited to remember that the credit for the inauguration of any important movement must usually be shared.[21]

[20] Reed, Anna Y., *Guidance and Personnel Services in Education*, p. 10. Ithaca: copyright 1944 by Cornell University Press, and used by their permission.
[21] Brewer, John M., *History of Vocational Guidance*, p. 51. New York: copyright 1942 by Harper and Brothers, and used by their permission.

The brief survey of the developments in guidance activities presented in this chapter points to a pattern which may be described as progressing by stages. True, any attempt to establish arbitrary eras marking progressive stages of development would have to take account of all previous experiments in the field. Growth must be thought of as represented by a continuum rather than by discrete stages separated by the element of time. Once early experiments were begun, progress assumed both horizontal and vertical growth characteristics year after year.

Guidance Services Grew Steadily

Though perhaps fewer than a dozen school systems had established guidance programs in the ten-year period following the founding of the Vocation Bureau in Boston, this period was one of significance for future development. There was ample evidence of the expansion of certain concepts upon which more comprehensive services could be developed. Many educators had been made aware of the need for planned guidance services, and numerous experiments, many of them short-lived, pointed to at least three significant gains:

1. A few school administrators had recognized the need for guidance services and had brought to the task of developing those services the important element of administrative support.
2. Recognition of the need for providing responsible staff leadership for guidance programs had become apparent.
3. A group of tools and techniques essential to effective guidance programs were started on the long road to development and refinement.

GROWTH AT THE NATIONAL LEVEL

The growth of interest in guidance services and the activities which that interest fostered were carried forward without benefit of any regional or national organizations which might have served as media for exchanging practices and points of view. Doubtless some information about the experiences of school systems attempting guidance services found its way into other hands by one means or another. In general, however, there was no established plan for the exchange of

information between the schools which might have made effective use of the experiences of others. Absence of such stimulation to encourage and assist other schools to develop guidance activities doubtless inhibited more rapid growth. A school might have attempted practices already found impracticable in other schools. A partial answer to the need for eliminating duplication of failure, as well as for sharing successful practices, was likely to be found in national organizations devoted to the development and improvement of guidance services. The origin of such organizations was inevitable.

The National Vocational Guidance Association

In March, 1910, the Boston Chamber of Commerce sponsored the first national conference on vocational guidance. This conference was significant in two particulars: first, it served as the genesis of the National Vocational Guidance Association, the first national organization devoted to the promotion of guidance services in the schools; and secondly, it provided the first opportunity on a large scale for persons interested in guidance work to exchange points of view and information concerning current practices. Brewer's account of the conference reveals a remarkable insight on the part of educational and lay leaders into some of the problems and principles of guidance services even as they are recognized today. The concept of specialized training for counselors was expressed by lay leaders as well as by those in the field of guidance. The counselor was depicted as one capable of escape from biases in assisting boys and girls to plan for the future, one who provided facts and interpretations about the individual himself and about the area in which plans were to be made. Speakers at the conference cautioned against the tendency of some persons to prescribe plans for the individual, and emphasized that the pupil and his parents were responsible for making decisions once the counselor had helped to introduce the pertinent facts bearing upon the choice or plan to be made. One speaker stated that the import of the counseling concept lay in its interest in the individual rather than in the traditional practice of dealing solely with groups of pupils.

The discussions at the Boston conference were devoted almost ex-

specifically to counseling pupils with vocational problems. Brewer reports that Jesse B. Davis gave an account of guidance activities carried on in Grand Rapids through the English classes and was at first ruled out of order.[22] Davis alone seems to have recognized the possibilities for providing occupational and educational information related to subject matter fields through teachers. The tenor of the conference was that vocational guidance should be provided by the schools for pupils before they entered gainful employment. Occupational choice was considered in a restrictive sense. The concept of the individual's consideration of a life's work in terms of a broad occupational area had not yet been accepted. Nor was there any discussion suggestive of recognition that the educational, vocational, and personal-social problems were inseparable in the counseling process. Nevertheless, the Boston conference was a significant step toward crystallization of interest in guidance services. The thinking of the times represented wholesome pioneering in a new movement destined to assume an important role in education from kindergarten through the graduate level.

A second national conference on vocational guidance was held in New York City in October, 1912, at which plans were initiated for establishing a national organization to further the interests of vocational guidance. The organization committee recommended, at the third national conference, held in Grand Rapids in October, 1913, that an independent national organization be formed. In acceptance of the committee's recommendation, a provisional constitution was adopted and the first officers were elected for the National Vocational Guidance Association.

This brief review of the origin of a national organization devoted to furthering interest in guidance services is not intended to present historical details surrounding its inception. Rather, it is hoped that the reader will recognize that the fundamental principles and concepts relating to guidance services are firmly rooted in the past. Though identifiable guidance services are relatively recent in education, the need for them has existed at least since the beginning of formal education. The conference which led to the founding of the National Vocational

[22] *Ibid.*, p. 139, footnote.

Guidance Association served to crystallize a few of the principles and concepts upon which later developments were to rest. The establishment of a national organization to further interest in this development not only gave evidence of a need for guidance services, but also provided machinery for active promotion of guidance practices. Unfortunately, the Association has continued to emphasize vocational guidance as a somewhat separate aspect of the guidance process. It has not always appeared to be sufficiently sensitive to the broadened concept of guidance services, a concept which recognizes that educational, vocational, personal-social, and other needs of individuals are interminably bound together in such a manner as to defy dealing with one without at the same time dealing with all of the others. Despite this criticism, the National Vocational Guidance Association has been an important influence in the growth of guidance services in the schools. *Occupations*, the Vocational Guidance Journal, is the only professional organ devoted exclusively to the publication of articles of interest to counselors, teachers, and others interested in the field of guidance.

The National Occupational Conference

The need for an organization devoted to the study of occupational adjustment problems led to the founding of the National Occupational Conference in February, 1933. Brewer, in writing of the establishment of the N.O.C., says:

> Depression was playing havoc with the schools of the nation. Thousands of youth were being graduated from schools and colleges annually into a world that had millions of unemployed adults and seemed to offer no occupational security for anyone. Here and there, however, were cities and institutions in which youth in surprising numbers went from school to work in occupations for which they had been trained. Some of these schools approximated perfect placement records. Others were solving the problems of vocational guidance in commendable fashion. Nowhere, however, was there an agency for clearing information and practice concerning the problem. Out of this central clearinghouse the National Occupational Conference was created.[23]

[23] *Ibid.*, p. 264. Copyright 1942 by Harper and Brothers, and used by their permission. In Chapter XIX, Brewer gives a detailed account of the founding and work of the National Occupational Conference.

The activities of the N.O.C. included studies and research related to the problems of occupational adjustment, publication of several books and pamphlets, and, for a time, joint support of *Occupations*. In January, 1936, the N.O.C. established the *Occupational Index*,[24] a service which continues to issue a periodic annotated index of books and pamphlets relating to the broad field of guidance services. The *Index* service issues occupational pamphlets covering a variety of occupations, including a description of the major features of each occupation and the opportunities and requirements related to it. In addition to these, the National Occupational Conference caused to be published several books in the general field of vocational guidance, including *Job Satisfaction* by Robert Hoppock, *Books About Jobs* by Willard E. Parker, and *Aptitudes and Aptitude Testing* by Walter V. Bingham. The books by Hoppock and Bingham are today standard references in their respective areas. These publications, as well as the other activities of the N.O.C., were made possible through grants from the Carnegie Corporation.

Perhaps the most significant of the services rendered by the N.O.C. was in connection with the field service function, which it took over from the National Vocational Guidance Association at the time of its inception. This service involved meeting requests for lists of references dealing with methods of carrying on various kinds of vocational guidance activities. In Brewer's detailed analysis of the lists of references, reprints, abstracts, and research one gets a notion of the vast extent of this service.[25]

During the six years of its existence the N.O.C. received more than 16,000 requests for help with vocational guidance problems from schools and colleges, students, business and public service organizations, and state and Federal agencies. More than 5,000 of these requests were for assistance through other means than printed materials. The members of the N.O.C. staff traveled extensively over the country to assist local communities in developing guidance programs. The particular significance of the field service lay in the fact that there was great demand for it. Many local communities demonstrated an inter-

²⁴ Now published by Personnel Services, Inc., Peapack, N. J.
²⁵ *Ibid.*, p. 271.

est in developing guidance programs, and the need for a permanent
national agency to meet this need became evident. As we shall see
later, other forces were at work at creating such a service agency in the
U. S. Office of Education.

The President's Advisory Committee on Education

An Advisory Committee on Education was appointed by the Presi-
dent of the United States on September 19, 1936, for the initial pur-
pose of making a study of the existing program of Federal aid for
vocational education, the relation of such training to general educa-
tion and to prevailing economic and social conditions, and the extent
of the need for an expanded program of Federal aid for vocational
education. In the committee's report of February, 1938, two significant
recommendations influenced the further development of guidance
services in the schools. First, the Committee pointed out that there
was need for an occupational outlook service to provide information
on a national, state, and local basis regarding the number of recruits
required annually in each of the major occupational fields, and the
number in training for each occupation. Second, the Committee
recommended that a sound program of vocational education should
include not only training, but also guidance and placement services.
The report pointed out that schools furnishing vocational education
should provide adequate guidance services for pupils, and should co-
operate closely with public employment offices in the initial place-
ment and adjustment of those leaving the full-time school.

The Occupational Outlook Service Is Established

The first-mentioned recommendation of the President's Advisory
Committee resulted in the establishment of the Occupational Out-
look Service in the Department of Labor in 1940. The outlook pro-
gram set about immediately to supply schools with information
designed to assist them to plan training programs and related curric-
ula in accordance with prospective employment opportunities for
graduates. After suspension of services of this kind during the war, the
Outlook Service resumed its occupational research activities and now

supplies the schools with valuable information concerning occupational opportunities, requirements, and trends on the national scene.

The Occupational Information and Guidance Service

The recommendation of the President's Committee that schools furnishing vocational education should provide adequate guidance services for pupils led to establishment of the Occupational Information and Guidance Service in the U. S. Office of Education. On October 28, 1938, the Commissioner of Education issued Circular Letter 2107 to chief state school officers headed: *Inauguration of a Program of Occupational Information and Guidance.* This communication said in part:

For a number of months we have had under consideration the inauguration of a program of occupational information and guidance in cooperation with the States. In planning the program we have had the advice and counsel of a large number of persons who by training and experience are well qualified to advise with the staff of the Office of Education.

The Office of Education conceives it to be the duty of those charged with the administration of vocational education to provide thorough vocational instruction to all those who need and can profit from such instruction. At the same time due care should be exercised in the admission of students to vocational courses. The characteristics, needs, and abilities of a prospective entrant as well as the requirements and opportunities of the occupation should be taken into consideration.

A great majority of the students in the all-day vocational schools come from other secondary schools of junior or senior grade. The extent to which the other secondary schools are able to acquaint their pupils with occupational opportunities and requirements, on the one hand, and their own possibilities of meeting these requirements, on the other hand, largely determine the degree to which pupils seeking admittance to the vocational schools are headed in the right direction. Not all pupils leaving school to enter a gainful occupation will have the advantage of vocational training. Some of them will return to the part-time or evening school to secure training supplementary to their employment.

All of these considerations make the vocational schools vitally concerned with some kind of program of counseling and guidance, which will include as one of its major features an attack on the problems of occupational adjustment.

In view of the foregoing, the Office of Education is now undertaking through cooperation with the States the promotion of a nation-wide movement toward building up an effective program of occupational information and guidance.[26]

The several references to vocational students in the Commissioner's communication to the states stem from the fact that the Occupational Information and Guidance Service was established in the Vocational Division of the Office of Education through use of Federal vocational education funds provided mainly through the George-Deen Act. That neither the Office of Education nor the states were interested in promoting guidance services of an exclusively vocational character is made clear in a document, *Principles Underlying the Organization and Administration of the Occupational Information and Guidance Service*, issued by the Office of Education in 1940. The statement of principle included in the publication says, in part:

The functions to be performed by the Occupational Information and Guidance Service are to be as broad and complete as it is practicable for the Office to provide for at any given time within the limits of funds, cooperative assistance from various organizations, both within the government and outside, and other assets. The activities in which the Service will be interested will include such phases of guidance as vocational guidance, personal guidance, educational guidance, and placement. While, with respect to personnel, no service in the Office can now be said to be complete, the various divisions or services go as far as possible in their respective fields in meeting needs or requests for service. Thus, for example, in the field of education for exceptional children, a service which would require fifteen or twenty professional workers in the office if it were even to approximate "completeness" in numbers and types of persons needed, we have only one specialist. Yet this specialist is responsible for representing the Office in handling all problems and service in this particular field.

State Guidance Supervisors Appointed

The action of the Commissioner of Education which established the Occupational Information and Guidance Service at the national level made it possible to use Federal vocational funds to establish guidance offices in State Departments of Education. The funds made

[26] U. S. Office of Education, *Circular Letter* 2107, Washington, D. C., 1938.

available for this purpose were provided by Congress for the promotion of vocational education in agriculture, business education, homemaking, and trade and industrial education. The Commissioner's ruling permitted states to use funds made available through the Smith-Hughes (1917) and George-Deen (1936) Vocational Education Acts.

The availability of Federal funds led almost immediately to establishment of state guidance offices in several states. The stimulating effect is evidenced by the fact that of ten state guidance offices in operation within three years after the Commissioner's communication only one was established prior to 1938.

The George-Barden Act: A New Impetus

Prior to 1946 the use of Federal funds for guidance purposes in the states was limited to the support of a guidance office in the State Department of Education. With the passage of the George-Barden Act in that year, the guidance purposes for which Federal funds might be used was broadened to include other activities at the state and local levels. Though the funds appropriated by the Act were designated for the promotion of vocational education, the Act provided that they might also be used for certain guidance purposes.

Guidance Purposes for Which George-Barden Funds May Be Used

Since the George-Barden Act did not specify the guidance purposes for which appropriated funds might be used, the U. S. Commissioner of Education, acting upon the authority of his Office, ruled that they might be used for four purposes at state and local levels. Those purposes are:

1. *The maintenance of a state program of supervision.* This provision did not extend the scope of state supervision since the Commissioner's ruling of 1938 had made this function possible. However, the remaining three purposes did make possible the further expansion of guidance services in the states.

2. *Reimbursement of salaries of counselor-trainers.* The earlier vocational educational acts had provided funds for reimbursing the salaries and necessary travel expenses of teacher trainers in agricul-

tural, distributive, homemaking, and trade and industrial education. Since these acts made no reference to guidance services, the Commissioner's ruling had extended use of Federal funds only to state supervision of guidance services. And though counselor training is not specifically mentioned in the George-Barden Act, the reference to teacher training was held to apply also to counselor training. Accordingly, most states have subscribed to this interpretation and at least thirteen states reported in 1949 that Federal funds were being employed to reimburse the salaries of counselor trainers, most of whom are staff members of publicly supported college or university staffs.

3. *Research in the field of guidance.* Interpretation of the George-Barden Act included a proviso that these funds might be used by the states for employing personnel for carrying on research in the field of guidance. Though research in many areas affecting guidance services is sorely needed, the states have been slow in establishing well-defined research activities. The chief reason for this lag appears to be lack of sufficient funds to support adequately the several programs which draw upon Federal and state vocational funds.

4. *Reimbursement of salaries of local guidance supervisors and counselors.* The authority granted the states for employing Federal vocational funds for reimbursing the salaries of local guidance workers has been exercised to a greater extent than it has for supporting counselor training and research. That is to say, a greater sum of money is being spent for reimbursing local counselors than for counselor trainers. However, about an equal number of states are providing reimbursement for counselors and counselor trainers.

Immediate Effects of the George-Barden Act

The availability of Federal funds for the promotion and development of guidance services has served to expand state guidance staffs; has encouraged expansion of training opportunities in the field of guidance for administrators, counselors, and other guidance workers; and has led to an increased number of local guidance supervisors and counselors. Though the Occupational Information and Guidance Service of the Office of Education has urged the expansion of state staffs for supervision and research, many states have devoted first attention to

enlarging counselor-training opportunities and the expansion of local guidance programs: While these two aspects of improved guidance services are important, the need for expanding state staffs adequate for assisting local schools in the development and improvement of guidance programs represents a greater immediate need. Especially is there pressing need for research personnel at the state level. As previously pointed out, provision for continuous research related to the planning, operation, and evaluation of guidance services has received comparatively little stimulation through use of Federal funds. Several states now operate experimental guidance programs in local schools as demonstration projects, and some research is being carried forward in these centers. On the whole, however, too little attention is being given to qualitative evaluation of guidance services in local schools. The inadequacies of quantitative evaluation are well known. Such data as the number of interviews conducted by counselors, hours spent in guidance activities, or other similar information can no longer be accepted as conclusive evidence of the effectiveness of guidance programs. True evaluation lies in the quality of guidance services as reflected in the better adjustment of youth to the society in which they live.

OTHER IMPORTANT GUIDANCE ORGANIZATIONS

The foregoing account of the National Vocational Guidance Association is presented as an illustration of the growth pattern in the field of guidance. Though other organizations, most of them of more recent origin than N.V.G.A., are of equal importance in the development of guidance services, the Association stemmed from the early experiments in the Boston Vocation Bureau and in the public schools of that city. The work there stimulated an interest in the field which led to the first guidance conference at Boston in 1910, which, in turn, resulted in the founding of a national professional organization.

The Alliance for Guidance of Rural Youth, founded in 1914 as the Virginia Bureau of Vocations, later turned its attention to the needs of rural youth. Under the leadership of Dr. O. Latham Hatcher, the Alliance has stimulated the growth of cooperative guidance services in

numerous rural areas. Some of the operating principles of the Alliance suggest the nature and scope of its work:

1. The need for cooperation among all agencies interested in guidance is stressed in order to bring real help to the rural boys and girls and also to avoid overlapping and wasted effort.
2. The school is recognized as the primary agency in guidance and should be the center of its activities.
3. A guidance committee, often covering as large an area as a county, should be formed, representative of the chief agencies available that can assist in the guidance program.
4. Certain guidance activities should be undertaken only by guidance experts; other nontechnical activities may be safely carried on by service agencies of various kinds.
5. A definite plan should be formulated for interpreting guidance to the rural communities. A part of this plan is the publication of a rural guidance handbook.
6. Experimentation in various plans of cooperation between the public schools and the different agencies available should be encouraged in order to find what are the most desirable methods of cooperation and what will bring guidance aids most effectively to the boys and girls in rural districts.[27]

The county or area cooperative plan proposed by the Alliance for providing guidance services in schools too small to employ full-time guidance workers has been widely used. Notable among these cooperative programs are those in Rockland County in New York, St. Francois County in Missouri, and the St. Clair River Area in southeastern Michigan.

The *American College Personnel Association*, a professional society of college personnel workers, has been influential in the development of guidance services in American colleges and universities.

The *American Psychological Association* has a Counseling and Guidance Division, Division 17, which has a rapidly growing membership. Its members are personnel psychologists and counselors from many fields, with a large number from counseling, clinical work, research, and teaching in colleges and universities.

Among many other organizations devoted to professional activity in

the personnel field are the *National Association of Deans of Women,
National Association of Deans of Men, American Association of Collegiate Registrars,* and the *National Association of Guidance Supervisors.*

Recent growth in the number of state associations of guidance workers indicates increasing interest in the formation of professional groups for the promotion and improvement of guidance services. A survey conducted by the writer in June, 1950, revealed that eighteen of the thirty-eight states returning the survey blank now have state-wide associations of guidance workers.

SUGGESTIONS FOR FURTHER READING

1. Brewer, John M., *History of Vocational Guidance.* New York: Harper and Brothers, 1942. Chapter 18, "Educational and Other Forms of Guidance." (This book presents a comprehensive account of the origins and early development of guidance services.)
2. *Education for All American Youth.* Washington, D. C., 1944. Chapter 1, "Could It Happen?"
3. Jager, Harry A., "The George-Barden Act as an Influence in the Further Development of Guidance Work," *Occupations,* May, 1947. Pp. 483–89.
4. Jager, Harry A., "Personnel Snapshots—Significant Developments on the National Level Affecting Student Personnel Work," *Educational and Psychological Measurement,* Autumn, 1949, Part Two. Pp. 389–92.
5. Jones, Arthur J., *Principles of Guidance.* New York: McGraw-Hill Book Company, Inc., 1945. Chapter 1, "Need for Guidance."
6. Matthewson, Robert H., *Guidance Policy and Practice.* New York: Harper and Brothers, 1949. Part III, "Issues and Problems of Guidance Practice," pp. 165–233.
7. Paterson, Donald G., "The Genesis of Modern Guidance," in *Frontier Thinking in Guidance.* Chicago: Science Research Associates, 1945. Pp. 27–34.
8. Reed, Anna Y., *Guidance and Personnel Services in Education.* Ithaca: Cornell University Press, 1944. Part I, "Guidance and Personnel Services Prior to 1916," pp. 1–67.
9. Warner, W. L., R. J. Havighurst, and M. B. Loeb, *Who Shall Be Educated?* New York: Harper and Brothers, 1944. Chapter 11, "Who Shall Be Educated?"

10. Warters, Jane, *High-School Personnel Work Today*. New York: McGraw-Hill Book Company, Inc., 1946. Chapter 3, "The Influence of Some Contributing Forces."

11. Williamson, E. C. (Editor), *Trends in Student Personnel Work*. Minneapolis: the University of Minnesota Press, 1949. Part I, "Some History and a Venture in Prophecy," pp. 12–27; "The Changing Needs of Young Adults," pp. 40–51.

accumulation of information as a guidance activity. In general, however, the collection of adequate, pertinent pupil data stems from a desire to use them in assisting pupils to achieve self-understanding, and when such is the case the process may be properly described as a guidance function.

The information relating to the interests, aptitudes, experiences, plans, and needs of the individual has the characteristics of an inventory and hence the term *individual inventory* is often used to describe it. The extent to which effective counseling and its supporting services depend upon a knowledge of the individual often leads to the development of the inventory service as a first step in developing a guidance program. It will become evident to the reader in later discussions of the various guidance services that understanding the individual is matter of first importance in carrying on an effective guidance program.

Getting Information for Individuals

The tasks of planning, choosing, and adjusting which continuously confront pupils suggest that they must have access to sources of information related to a wide range of personal interests and needs. The areas in which informational sources may be needed by pupils range from the school's physical plant to highly specialized adjustment services in the community. The school is not only obligated to meet the need of pupils for essential sources of information through the efforts of teachers, counselors, and administrators, but also is singularly equipped to offer this service. Information concerning curricular and cocurricular offerings is a continuous need. Many pupils need similar facts concerning colleges, universities, and trade, business, and technical schools. The plans of others point to need for information about job opportunities and requirements. Some have need for information and assistance in developing better study habits. Some have difficulties in their associations with others and may profit from printed and audio-visual aids devoted to human relationships. There may be a demand on the part of many pupils for materials dealing with manners, personality improvement, boy and girl relationships, marriage, and a host of other areas related to the adjustment process.

Providing information of the types suggested here should not be regarded as "hand feeding" on the part of the school staff. In this activity the school should serve pupils in two ways: (1) by providing a reservoir of informational materials, and (2) by assisting pupils to interpret information related to their needs and interests. To make the information service maximally effective, definite plans should be made for discovering the areas in which pupils need informational sources. These needs may be learned through use of survey questionnaires, information gathered by teachers in their daily association with pupils, and the interests and needs of pupils discovered by counselors in their relationships with them. Likewise, care should be exercised in planning methods of making information available to individuals and groups. Much of it may be disseminated through regular classes, orientation groups, and counseling interviews.

Counseling with Individuals

Counseling is the service of the guidance program around which all others develop and function. The oft-heard statement that guidance is a personalized service emphasizes the key role of counseling as a guidance function. The tasks of collecting information about pupils and gathering sources of information needed by them in the planning process point to a need for methods of aiding them to match individual characteristics with opportunities and requirements in a variety of areas. Though generalized and exploratory aspects of this matching process may be considered by groups of pupils, the unique characteristics of each person require that he make choices, plans, interpretations, and adjustments individually. The nature of counseling as a person-to-person relationship makes it peculiarly adapted to facilitating this process.

The concept of counseling as the focal service of the guidance program does not detract from the value of supporting services. On the contrary, the efficacy of counseling is inevitably conditioned by the quality of each of its supporting activities. There is no hierarchy among guidance services. The position of counseling as the core of the guidance program stems from its nature as a vehicle for respecting and serving each person as a unique individual.

The Individual and the Next Step

Though each pupil must make his own plans for present and future, the school has a responsibility for assisting him to plan for the next step. This function is usually described as placement. Pupils are continuously seeking or participating in new activities and experiences. The school may assist in this process by aiding the individual to understand better the significance of his interests, aptitudes, limitations, and needs. In light of adequate self-understanding, he is better prepared to interpret and use the informational sources available through the school. He is prepared better to evaluate and choose courses, curricula, and cocurricular, community, hobby, and recreational activities. In many instances, the school may aid him in locating, evaluating, and choosing needed developmental and adjustive experiences. Through follow-up of the pupil, teachers and counselors may aid him to withdraw from activities which he entered for exploratory purposes so that he may seek another in which he can find a greater degree of satisfaction and adjustment.

The placement service is an important one in achieving the objectives of individualized education. The need of pupils for participation in appropriate school and community activities in light of their individual interests, abilities, and needs is obvious. The difficulties inherent in attempting to provide individualized placement services as an adjunct to classroom teaching are numerous. Satisfactory placement involves knowledge of the pupil, familiarity with the nature and purposes of a wide range of curricular, cocurricular, and community opportunities, and sufficient time for staff members to make the service available to pupils. Though some group activities are usually desirable in carrying out the orientation aspects of placement, individual interpretations and choices must usually be considered with the aid of counseling.

Aiding Individuals Toward Better Adjustments

The function of placement is one step in a two-pronged service designed to aid pupils in selecting and adjusting to activities which for them are desirable. The second aspect of this dual service is follow-up. Whether the individual is assisted to secure placement in a

developmental or adjustive activity, in an occupation, or in any other next-step situation, the guidance worker has an obligation to keep in touch with him in order to assist with the evaluation of that step in terms of its appropriateness. The next step chosen by the individual may not prove to be a satisfactory one, or he may need further counseling to achieve satisfactory adjustment to certain aspects of a new environment in which he finds himself. Placement implies a knowledge on the part of the guidance worker that the next situation has proved satisfactory. This knowledge can be gained only through the follow-up procedure.

· Follow-up studies of former pupils are an important aspect of the follow-up service. The objectives, functions, and techniques of these studies are considered in detail in Chapter 10.

Services to Staff Members·

A first obligation of the guidance program is that of serving the needs and interests of teachers. There are several ways in which this responsibility can be met. The information about pupils collected for guidance purposes is useful to teachers in understanding the aptitudes, interests, needs, and problems of pupils in their classes. The assumption that teachers can always find time to study the inventories of pupils in their classes is sometimes not a realistic one. In addition to lack of time for this purpose, teachers often need help in synthesizing and interpreting pertinent information about pupils. The counselor should take time from other activities to schedule individual conferences with teachers for the purpose of discussing pupils who are a source of concern to them. Many teachers put forth special effort to individualize instruction or otherwise attempt to meet the needs and interests of pupils once they are helped to recognize the adjustive value of such services.

The in-service training activities which usually accompany the development and operation of the guidance program aid teachers by providing them with opportunities to acquire competencies needed in their role as guidance workers. Of equal importance is the personnel point of view which teachers may develop as participants in an in-service education program.

The guidance program provides referral resources for teachers who, by virtue of limited time and training, need the assistance of counselors in understanding and meeting the needs of pupils in their classes. It is extremely urgent that counselors attempt to meet the requests of teachers for aid in developing increased competence as teachers and as guidance workers.

Teachers often need the assistance of counselors in obtaining and using informational materials related to their respective subjects. The teacher's responsibility for aiding pupils to recognize the educational, occupational, and personal implications of subject matter emphasizes the need for planning guidance activities with a view to aiding teachers to meet that obligation.

Finally, the data gathered by the guidance program through follow-up studies and community surveys of various types often provide information related to the effectiveness of subject content and instructional methods. The counselor is responsible for providing leadership in such studies and surveys as will aid in the evaluation of guidance and instructional services. It is the responsibility of the administration to make the results of such studies and surveys available to the staff, as well as to provide leadership in improving the educational program.

Services to Administration

Though curriculum revision is an administrative function, the guidance program may often accumulate information concerning the needs and interests of pupils, parents, and employers which points to a need for curriculum modifications. Especially helpful in appraising the curriculum are the results of follow-up studies of former pupils.

The cooperative working relationships which counselors inevitably establish with certain community agencies and individuals tend to bring together the interests of school and community in serving the needs of pupils and adults. Such relationships are valuable to the administration since they expand the area of services to the community, and, not incidentally, promote community understanding and support for the administration's educational program.

Counselors are often called upon to provide services for parents, particularly in the areas of testing and counseling. Such services tend

to develop more effective liaison between parents and the school. Of equal importance in gaining parental support is the provision of effective counseling for pupils.

Services to the Community

An effective guidance program does not confine its activities to pupils. Many adults have need for certain of its services. The school often calls upon community agencies and individuals for assistance in providing services which the staff, for lack of facilities or skills, cannot provide. Certainly, the school has an equal obligation to offer its services to adults in the community. In many instances, requests which the school receives from adults for assistance must be referred to community agencies. By the same token, the school must provide needed assistance for persons referred to them by cooperating community agencies. In no aspect of the educational program is the concept of the community school more applicable than in the area of guidance services.

Services from the Community

The need for community participation in the guidance program has already been suggested. Guidance services for pupils are primarily the responsibility of the school. However, in a larger sense this responsibility belongs to the community, with the school as one of its youth-serving agencies. The school must accept the obligation for leadership in developing those services which personnel and facilities qualify it to offer, and it must utilize and coordinate services available through appropriate community agencies, organizations, and individuals.

Obviously, pupils need services and experiences not provided by most schools. Relatively few provide adequate services related to health, family welfare, recreational and character-building activities, job placement, and a number of other facilities sometimes needed in serving the varied requirements of pupils. Many community agencies are unaware of the need for their services in a comprehensive guidance program. Consequently, the school has a responsibility for defining their role in the program as well as coordinating their activities with those of the school. The concept of guidance services as a com-

munity responsibility points to the need for cooperative planning as well as joint service. Community agencies should be urged to participate in program planning and development to insure their full cooperation in focusing a wide range of services upon the needs and problems of pupils.

Staff Members as Guidance Workers

Every staff member should contribute to the guidance program in accordance with individual aptitudes, interests, and available time. The relation of competencies to the nature of individual participation in the guidance program, as well as other factors which condition the contributions of staff members to the program, is discussed in later chapters. It cannot be emphasized too frequently that guidance services are not the responsibility of a few guidance specialists. Rather, they are the function of the entire staff with leadership and a sense of direction provided by an appropriately trained and experienced person.

The Guidance Program Concept

The guidance program is a coordinated group of services planned and carried out to assist pupils as they make essential plans, choices, interpretations, and adjustments. A school may have several uncoordinated guidance services or a few services with a degree of coordination and yet lack what one would describe as a guidance program. For instance, some schools collect and assemble pertinent information about pupils, provide some needed informational sources, and carry on a limited number of placement and follow-up activities with some observable evidence of coordination. However, lack of assigned responsibility for program leadership, adequate counseling, planned evaluation, and systematic use of community resources combine to deny the claim sometimes made that the school has a guidance *program*. Many schools have some guidance services but lack others which are essential to the achievement of objectives usually ascribed to a comprehensive guidance program. All pupils cannot be assisted adequately to make essential plans, choices, interpretations, and adjustments in the absence of a planned counseling service. A school

which offers limited guidance services to *some* pupils can scarcely be said to have a guidance program.

Coordination of guidance services into a program is essential for effective operation. The counseling service must be drawn into placement activities; information about pupils must be collected with a view to its use in counseling and other guidance services; information for pupils must be collected and assembled in a manner designed to reach and serve their needs and interests; definite procedures must be developed for drawing appropriate community services into every aspect of the guidance program, including its planning and development; and finally, evaluation must be a systematic procedure based upon the objectives established for the program.

The concept of program organization, as contrasted with incidental services, is predicated upon the premise that guidance services are closely related in character and purpose, and that the absence of cohesive operation and sound program leadership is almost certain to result in failure of those services to grow in quality and effectiveness.

SUGGESTIONS FOR FURTHER READING

Chapters 4 to 10, inclusive, present a detailed discussion of the topics included in the foregoing chapter. Carefully selected readings relating to each topic will be found at the close of these chapters. All such references include page or chapter numbers for the convenience of the reader.

THE GUIDANCE PROGRAM AT WORK

THE DESCRIPTION of guidance services presented in other chapters would be of relatively little value to teachers, administrators, and counselors in the absence of some suggestions concerning their operation as a coordinated program of activities integrated with the school's total educational program. Carrying on the services of the guidance program is a responsibility of the entire school staff, and it should serve the staff members whose time and energy it demands. Though guidance services belong essentially to pupils in the school and adults in the community, they can often best serve these groups by first serving the school staff.

Some Characteristics of Guidance Services

The guidance process involves a group of identifiable activities concerned with assisting individuals to become increasingly self-directive in making and carrying out essential choices, plans, and adjustments. The principles underlying its activities serve the important purpose of describing the guidance process in terms of its activities, nature, objectives, scope, and setting. The comprehensive nature of the process makes it desirable that its principles be stated as a series of closely related concepts. It should be recognized that these principles are not discrete, but rather that each is a related and inseparable part of a broader concept.

1. *Guidance services are those identifiable aids provided by staff members for assisting the individual to make appropriate choices, plans, interpretations, and adjustments.*

Chief among the "identifiable aids" provided for pupils in the guidance program is that of counseling. Obviously, however, this service requires that certain supporting activities be present, including personal data about pupils and information needed by them as a basis for making realistic choices and plans. It will be recognized that the

need of pupils for assistance through counseling is greater in some situations than in others. By the same token, certain kinds of problems require greater skill on the part of counselors than do others. The nature and extent of participation in the guidance program by various staff members is discussed under principle number four below.

The term *identifiable aids* suggests that guidance services involve certain activities on the part of the staff members which are distinctively different from those involved in teaching class groups. It suggests, moreover, that certain competencies not ordinarily developed as a by-product of subject-centered teacher education are needed in providing guidance services.

2. *Guidance activities are involved in the achievement of the goals of education. Though guidance and instructional activities are an integral part of the total educational process, the methods and techniques of the two activities often differ.*

The function of education as a process devoted to the development and adjustment of the individual requires that each be assisted to capitalize upon his unique potentialities in order that maximal development and adjustment may be attained.

Individual differences suggest the need for individualized methods in assisting pupils to make satisfactory choices, plans, interpretations, and adjustments. The nature of counseling as a person-to-person relationship between the counselor and the pupil lends to it a peculiar adaptability for taking individual differences into account in the educative process.

Though guidance and instructional activities are similar to the extent that group methods are applicable to both, a distinctive difference is apparent in the one-to-one relationship which we describe as counseling.

3. *The guidance program requires the services of one or more appropriately and adequately trained guidance workers; it is a major responsibility of these workers to provide competent leadership in the guidance program.*

A guidance program is a group of integrated, correlated, and coordinated guidance services. To be sure, many schools provide one or more guidance services through teachers and administrators, though they

may not be described as such. These services may exist in the form of occasional counseling or other guidance activities on the part of some teachers.

Guidance services which are planned to achieve specific objectives with responsibility for them accepted by staff members as a regular function may generally be described as comprising a guidance program. In this case, a staff member who is familiar with the nature of guidance services and the methods, tools, and techniques involved in providing those services is essential to effective operation and improvement of the guidance program. Someone must lend a sense of direction to the program if it is to satisfy the objectives established for it. That person must have essential competencies related to each of the services to be provided.

The guidance services provided in smaller schools will usually be less extensive in scope than those offered in larger schools having more adequately trained counselors. It is only in larger schools that staffs of highly trained counselors are commonly found. Smaller schools, of necessity, employ persons whose major responsibility may be teaching, with some time made available for counseling and related guidance activities.

4. *The guidance program must be actively supported by the functional preparation of teachers in guidance activities appropriate to their individual interests and aptitudes.*

The several activities of the guidance program suggest that each teacher should participate in accordance with individual interests and abilities. The program leader, usually a staff member with more professional training than that of the average teacher, has a responsibility for enlisting the support and participation of other staff members in the guidance program. Some teachers may wish to devote time to counseling, others to collecting information needed by pupils in planning, others to developing pupil personnel records for guidance services, and still others to some other activity. In any event, teachers will work more effectively in their chosen area of service if in-service training is provided for them related to the guidance activities in which they are primarily interested.

In smaller schools the guidance program may offer limited services

to pupils and teachers in the absence of a staff member with specialized training. To be sure, the limits of the program are set by the upper level of professional training of staff members. This fact should not lead smaller schools to delay the development of a guidance program until a fully trained leader is available. Rather should they begin its development at a level consistent with the training of the staff and through in-service training, work toward a program which is for their school an attainable one.

5. *The organizational pattern of the guidance program should be based upon a knowledge of the problems and needs of pupils, as well as upon the competencies and interests of staff members.*

The relation of the extent of the guidance program to the preparation of staff members for providing its services has already been discussed. The organizational pattern of the program is, likewise, conditioned by the amount of staff time available for guidance functions. Larger schools more often have a distinctive guidance organization than do smaller ones. The latter have less need for a number of specialists, or for an organizational pattern which provides full-time counselors, a guidance director, a school psychologist, and other highly specialized guidance workers.

In every school the organizational pattern should be influenced by the need for specialists and, more important, by the need of a sufficient number of pupils for specialized services, a situation which tends to lead to a complex form of organization. Moreover, community demands upon guidance workers are relatively greater in larger communities, a fact which operates in determining need for specialists and, consequently, a more centralized program organization. There tends to be a direct correlation between the size of enrollment and the diversity and range of pupil needs and problems. Thus in larger schools teachers make more demands upon the time of guidance specialists as they seek to develop skills related to supporting activities in the guidance program. In general, the more simple the organizational pattern of the guidance program, the better. Highly complex guidance "departments" have a peculiar way of losing their identity with the other elements of the total school program. This is not to say that addition of guidance specialists to the staff should be avoided,

but rather that their daily relationships with teachers and administrators should remain as close as functional operation will permit.

6. *The services of the guidance program should be made available to all pupils in the elementary and secondary schools and to adults in the community.*

In many school systems the most casual observer notes that guidance programs are confined largely to, or at least identified with, the secondary schools. The guidance activities in many elementary schools are not identified as essential foundations upon which effective programs at the secondary level are developed. Fortunately, increasing use of visiting teachers is serving to extend important guidance services to the lower schools.

Again, guidance programs in some schools are pointed almost solely toward the problems of atypical pupils with consequent neglect of the so-called "normal" pupil whose need is for assistance in educational, vocational, and personal planning and adjustment. This practice is especially prevalent in schools in which counselors devote a major portion of their time to discipline, routine attendance, and other similar functions, and thus have inadequate time to serve the needs of all pupils for whom they are nominally responsible.

7. *The cooperation of parents, patrons, and interested community agencies is essential to an effective guidance program.*

The nature of the guidance program requires that many agencies and individuals contribute services and bring support to it. Since community size bears a relation to school enrollments and since, by the same token, the number of pupils affects the range of pupil needs and problems, the large as well as the smaller school must look to cooperating community agencies to supplement the school's services to pupils. Health services, family welfare and social casework services, clinical services, and work opportunities suggest some of the agencies in the community whose services are often required for meeting the needs and problems of pupils.

The understanding and support of parents, patrons, employers, and many community groups are essential to the provision of effective guidance services. Failure to gain and hold community support will make the guidance program less effective.

8. *Guidance services should be essentially preventive rather than curative.*

The emphasis of guidance services should be upon positive service to pupils in achieving adjustment rather than upon assistance after evidences of maladjustment appear. An effective counselor is constantly on the alert for signs of unsatisfactory pupil adjustment; he diagnoses with competence; he seeks causes rather than treating symptoms. On the other hand, he does not reject pupils who require curative treatment; he does, however, recognize whatever limitations he has as a therapist and uses available agencies in the community to supplement the services which he is able to offer.

9. *The guidance program is founded upon the concept of the totality of personality moving in an environment which is comprehensive in nature.*

The counselor and other guidance workers cannot escape the concept of the "whole" individual. They recognize that the plans, choices, interpretations, and adjustments which the individual makes are influenced by the total environment in which he lives. Consequently, the pupil must be aided at times to identify and weigh a multiplicity of factors which influence his thinking and planning. He should recognize that his educational ambitions must be considered in light of his occupational goals, that his personal plans and aspirations must be examined with due regard for what can be learned about his abilities, interests, and pertinent limitations. The counselor studies all of the facts in assisting pupils to make interpretations; he assumes that "things are not what they appear to be" until he has ample evidence to the contrary.

10. *The guidance program should be under constant planned evaluation.*

Periodic appraisal of guidance services is not a satisfactory substitute for continuous evaluation. Evidences of strengths and weaknesses of the program constantly appear to the careful observer. Counselors, teachers, and administrators should record these bits of evidence and attempt to bring about desirable changes in the program as soon as there is sufficient indication that such changes will lead to improvement. Chapter 11 discusses some of the methods of evalua-

tion which, though less commonly used than checklists, promise to provide a more qualitative type of program appraisal.[1]

The Purpose of Guidance Services

Though many objectives of guidance services have been proposed, they may all be included in one over-all purpose—that of aiding the *individual* to become increasingly *self-directive*. Neither this objective nor the process by which it is achieved is quite as simple as it might sound when briefly stated. The task of assisting the individual to develop the competencies essential to self-direction cannot always be carried out directly with the pupil. The guidance program must often first serve the pupil's teacher or parent before its purposes for him may be accomplished. In the case of the latter, parental tendency to make the pupil's decisions for him may need to be overcome before he is free to gain needed experience in making plans, choices, interpretations, or adjustments for himself. Often his teacher may need to be apprised of certain facts concerning the pupil which will enable him to encourage and assist the pupil to plan or act independently of outside direction.

To be sure, many detailed helps may be required for bringing the pupil to the point of self-directive behavior. He may need information about curricular offerings, about developing more effective study habits, about job opportunities and requirements, or about a host of other things. These, however, are not purposes of the guidance program; they are in the nature of services designed to enable him to reach the goals of guidance services, *i.e.*, development of the skills needed in making for himself the choices, plans, interpretations, and adjustments which he must make to function effectively as an independent person.

The counselor may usually expect that in assisting individuals he will be called upon to perform one service longer than others: that of assisting with interpretations. This circumstance stems from the normal developmental process of human growth, the achievement of mature judgment. Little wonder it is that pupils find the task of inter-

[1] Adapted from a document prepared by a Staff Committee of the Michigan Department of Public Instruction.

preting such a phenomenon as the world of work a difficult one. Choosing an occupational area is difficult for many relatively mature college students. Hence they turn to someone who is familiar with occupational opportunities and requirements for information and for interpretation of the facts which bear upon occupational choice and adjustment. However, it should be expected that gradually pupils will develop the skills required in making increasingly difficult interpretations and thus achieve the major objective for which guidance services are provided—the ability to exercise self-direction.

FUNCTIONS OF ADMINISTRATION AND STAFF MEMBERS IN THE GUIDANCE PROGRAM

The development of an effective guidance program entails certain responsibilities on the part of the superintendent, principal, counselors, and teachers. The functions involved in meeting those responsibilities are both general and specific in character.

Functions of the Superintendent

The effectiveness of the guidance program depends to a marked degree upon its integration with the total school program. By the same token, its services as a coordinated function of all staff members depend upon the philosophy of education and administration subscribed to by the superintendent. Consequently, administrative leadership and support must stem first from him. Though the principal of each school is chiefly responsible for the nature and scope of the educational program in his unit, the coordinating function must be exercised by the superintendent whose responsibility for the community educational program requires that he exercise the function of over-all administration, leadership, coordination, and integration.

To the superintendent belongs the function of obtaining the support of the board of education and the community for the guidance program as an integrated aspect of the total educational program. Though many of the leadership functions in the program may be assigned to a guidance director in larger school systems, the responsibility for effective administrative leadership cannot be delegated. The

provision of funds for necessary personnel, supplies, materials, and facilities is essential to the success of the guidance program. In smaller school systems having a single administrative unit, the high school principal is often delegated the task of organizing the staff for developing guidance services. Even so, the superintendent remains the chief administrative officer and certain administrative responsibilities are his.

In smaller schools the superintendent and principal often work more closely together in administering and supervising the guidance program. Likewise, closer personal relationships between administration and teachers introduce much less formality in planning and carrying out guidance activities. The scope of the program usually eliminates need for a guidance director, and in some instances the superintendent may coordinate activities between the schools within the system. The function of the board of education may be confined largely to approving whatever equipment and supplies are needed in the guidance program.[2]

Functions of the Principal

The principal is a key person in developing or improving guidance services in his school. Though the responsibility for lending leadership to the program and to the staff will usually be delegated to a staff member, the principal's support and administrative leadership are essential to the success of the program. He alone can convey to the superintendent requests for essential personnel, physical facilities, materials and supplies which must be provided. Policies concerning scheduled time for guidance activities, designation of a staff member to "head up" the program, decisions affecting the organizational pat-

[2] For further reading concerning the role of administrators in the guidance program see:

Erickson, C. E., Practical Handbook for Counselors. New York: the Ronald Press Company, 1949. Pp. 170–173.

Erickson, C. E., and Clenn E. Smith, Organization and Administration of Cuidance Services. New York: McGraw-Hill Book Company, Inc., 1947. Pp. 55–56.

Hamrin, S. A., and Blanche B. Paulson, Counseling Adolescents. Chicago: Science Research Associates, 1950. Pp. 350–351.

Reed, Anna Y., Cuidance and Personnel Services in Education. Ithaca: Cornell University Press, 1944. Chapter XVII.

tern of the program, providing for or approving in-service training of staff members, selection or approval of counselors, approval of staff members to serve in various capacities in program development, and other administrative functions must be performed by the principal. Unless these tasks are carried out, the efforts of staff members to develop or improve the guidance program will be of no avail. The discussion which follows concerning the functions of staff members in the program assumes that the superintendent and principal recognize the value of guidance services and have carried out their functions which precede program development.

Though it is the function of the superintendent to select a guidance director for providing leadership for the school system as a whole, each principal should select a program leader and coordinator for his school. The bases for selecting both of these persons are essentially the same. Each should have certain obvious personal qualifications, minimum professional competencies, a real interest in the guidance function, and acceptance by other staff members. To a marked degree, the approval of teachers and other staff members will be based upon respect for the professional competencies of the person selected to provide program leadership.

The functions performed by the principal in the guidance program will be conditioned somewhat by its organizational pattern. In smaller schools the principal may be the nominal leader of the program and may delegate the various functions to members of a guidance committee. Other things being equal, leadership responsibility should be placed upon an individual rather than upon a committee. The counseling may be done by one or more teacher-counselors having an hour or more each day set aside for that purpose. The program should attempt to provide only those services which staff members are qualified by training and experience to offer.

Functions of the Director of Guidance

The guidance director is primarily a consultant and supervisor of the system-wide guidance program. Though each school should have a resident leader, the guidance director, serving as the superintendent's agent, should have an important part in the planning of guid-

ance activities in each school. Since the coordination of services between schools is of primary importance, the director should participate in the planning of all guidance services within the school system.

Usually the director should be designated as an assistant superintendent and should serve as the superintendent's representative in all matters relating to the development of a comprehensive guidance program for the school system. The prestige of the rank of assistant superintendent will facilitate the efforts of the director to carry out his leadership and coordinating functions. His is the important job of establishing certain essential community relationships, gaining the support and cooperation of principals and teachers, and the cooperation and assistance of the superintendent's supervisory staff.

It is not expected that small school systems will often have a full-time guidance director. A recent study of guidance directors in public school systems of 100,000 and over revealed that approximately 110 such cities in thirty-six states and the District of Columbia have program directors.[3] Relatively few smaller school systems have a full-time person responsible solely for supervisory and coordinating functions similar to those of guidance directors in metropolitan centers.

The guidance director is responsible for giving leadership to the planning and coordination of the system-wide guidance program. To do this effectively he must provide consultation services for administrators, teachers, and counselors. He must also perform some supervisory functions, though these should be in the nature of consultation rather than authoritative supervision. It is his responsibility to encourage and assist with the development or improvement of guidance services, and to gather data through research and evaluation which will lead to a more effective guidance program.

Functions of a Guidance Council

The superintendent or guidance director will find a guidance council to be helpful in planning and coordinating guidance services within the schools and the community. Such a council will serve to

[3] Study made by a committee of the Division of Administration and Supervision of the National Vocational Guidance Association. Chairman, Barbara H. Wright, Minneapolis.

acquaint representatives of each school with the plans and activities of other schools in the system. The establishment of certain uniform practices essential to coordination will be made easier by a council on which all schools and cooperating agencies are represented. Such essential features as a coordinated pupil personnel record system and testing plan from kindergarten through the secondary school, effective articulation between schools, and uniform practices in utilizing the services of community agencies will be facilitated through the council by developing closer working relationships between the schools and the agencies concerned.

The guidance council should be made up of representatives of each school and agency interested in providing guidance services for pupils and adults. Counselors or members of each school's guidance committee should be represented on the council. Community agencies should be represented by persons who are familiar with the plan of cooperation established between their respective agencies and the schools. The guidance director should consult with the superintendent, principals, and agency heads concerned in determining council membership.[4]

Functions of a Guidance Committee

A system having two or more schools should usually have a guidance committee to work with the principal and the staff in planning and developing the guidance program. Though the detailed functions of this committee will vary from school to school, its general purpose is to plan and coordinate guidance activities within a single school.

The organizational pattern of guidance services in each school should be influenced by the guidance committee serving in an advisory capacity to the principal. Since certain administrative considerations often enter into the planning of guidance services, the committee should expect that the principal will reserve the right and responsibility for final decisions in some instances. Such matters as

[4] For other suggestions concerning the nature and functions of a guidance council see:
Erickson, C. E., and Glenn E. Smith, *Organization and Administration of Guidance Services.* New York: McGraw-Hill Book Company, Inc., 1947. Pp. 46–48, 137–144, 147–150

time to be set aside for staff members for guidance purposes, assigning special functions to certain ones, establishing policies affecting administration and supervision of the program, and others of this nature must be in harmony with the total administrative pattern of the school. Though many functions related to the organization and administration of the guidance program are quasi-administrative in character, the principal will usually prefer that the guidance committee share in their planning. Whenever possible, the principal should follow the recommendations of the committee in matters relating to the guidance program. When he finds recommendations of the committee incompatible with administration of the school, he should discuss his reasons for taking a different course of action so that the committee will not assume such action to be arbitrary.

The effectiveness of the guidance committee as an advisory body to the principal will depend upon mutual respect and cooperative planning. To be sure, the principal has the administrative authority to assign responsibilities to staff members without consideration for their interests or views. It is certain, however, that a program established by administrative edict will do little more than go through the motions of meeting pupil needs. It is axiomatic that planning the program and operating it entail the services and support of the principal and his staff working as a coordinated unit.[5]

Functions of the Program Leader

The leadership responsibilities of the principal in the guidance program have been mentioned. His functions are in the nature of administrative leadership. In addition, the guidance program needs a professional leader. This person, sometimes designated as head counselor, should be a staff member who has had sufficient training in appropriate areas to be familiar with the methods and techniques employed in carrying out effective guidance activities, and a sense of direction with respect to the nature and scope of those services which comprise the guidance program. This is not to say that the competencies re-

[5] See also:
Erickson, C. E., *A Basic Text for Guidance Workers.* New York: Prentice-Hall, Inc., 1947. Pp. 420–21.

quired of the program leader are not also desirable for all counselors, but rather that the professional leadership function demands the skills and knowledges required for carrying out this important responsibility.

In addition to carrying on some of the functions of a regular counselor, the head counselor performs certain functions on the basis of responsibilities delegated to him by the principal. He assists the principal and guidance committee in organizing the guidance program and supervises and coordinates its activities for the principal. He may prepare materials for the use of counselors, teachers, and pupils. He provides consultation services for the staff in developing interviewing, counseling, and other desirable competencies, prepares case studies, and conducts case conferences with teachers, counselors, and community agencies. Though counselors may perform some of these functions, such as preparing case studies and guidance materials, the program leader is primarily responsible for seeing that these activities are carried on.

The staff member described as head counselor occupies a progressively less comprehensive role as the size of the school decreases. In smaller schools he is also a teacher-counselor and spends only a limited portion of the time allotted him for guidance purposes in activities ordinarily ascribed to the program leader. He usually has little time for the preparation of materials for teachers and pupils and often is not prepared for this function. In the main, he is regarded as a teacher and his guidance connection may be recognized as that of guidance committee chairman.

Functions of Counselors

Though one of the important functions of counselors is that of providing counseling services for pupils, it is perhaps not the most essential one as a direct service. The indispensable place of teachers in the guidance program has been mentioned frequently. If they are to function effectively as guidance workers, the competencies of counselors must be placed at their service. A great deal has been said in recent years concerning the teaching of subject matter, its merits and its evils. There are some who believe that "the sooner teachers quit

teaching subject matter and begin teaching pupils, the better for the educational program." Though this statement ignores the fundamental fact that before teachers can teach pupils they must have something to teach, there is room for improvement generally in individualizing the subject matter which is taught. In this circumstance lies one of the important functions of counselors, that of aiding teachers to understand better the significance of individual differences in the teaching function and helping them to interpret information about pupils so that this objective may be accomplished.

Teachers need assistance in developing skill in the counseling function. Every teacher must at times hold interviews and conferences with pupils, and counselors, by virtue of their major training and experience, are prepared to help teachers develop skill in dealing with individuals. This fact does not imply that every teacher either is or should attempt to be a counselor. It does suggest that some teachers will serve as counselors at a level consonant with their interests and special abilities. This important function of teachers is discussed in the chapter on counseling.

Teachers are in a position to provide occupational, educational, and other types of information through their classes; they have an obligation to assist pupils in certain types of placements; they have a responsibility for participating in developing personal inventories for pupils, and for assisting with follow-up studies. In all of these activities counselors have a responsibility for assisting teachers to develop appropriate skills. Thus the place of counselors in working with staff members to promote their effective participation in the guidance program is a major one. The counselor's activities related to the provision of counseling services for pupils are discussed in the chapter on counseling.

Teacher-counselors in smaller schools may often have little time or training and experience adequate for serving as resource persons for teachers. In this condition lies one of the major limitations of guidance programs in smaller schools, one which may be partially overcome through in-service training. The teacher-counselor has an obligation to seek such training as will enable him to assist teachers to develop skill in interviewing as well as in contributing to the guidance

program by carrying out some of the activities which support the counseling process.[6]

Functions of Teachers

The role of the classroom teacher in the guidance program is one of major importance without respect to any of the factors which may condition other of its aspects. Though he often lacks the interest, preparation, and time for counseling except as an occasional incidental function, the teacher has important responsibilities in other services of the program. He is in a strategic position to acquaint pupils, parents, and citizens in the community with the school's program of educational activities. This fact implies a responsibility for being prepared to perform this valuable service for the school.

Teachers have many opportunities to observe and record significant pupil behavior and to discuss with them their needs, interests, plans, and problems. Pupils are likely to reveal first to teachers their special talents, hobby and leisure time interests and activities, adjustment difficulties at school and at home, and other information pertinent to a better understanding of them as unique individuals. Teachers have two major responsibilities with respect to the collection of information about pupils: (1) gathering and recording information helpful to other staff members in assisting them to make choices, plans, interpretations, and adjustments; and (2) using the data collected for understanding pupils and their needs and interests which may be met in the classroom. An important consideration in effective teaching is the utilization of information which will provide direction in modifying teaching techniques and subject matter consonant with the capacities, interests, and needs of individuals.

Teachers have a responsibility for teaching the educational, vocational, recreational, hobby, and personal implications of their respective subjects. The classroom offers an excellent setting for employing audio-visual and printed materials for relating subject matter to the interests and needs of pupils. Likewise, teachers occupy an enviable position for referring pupils to sources of information available in the

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[6] Virtually every book in the field discusses the role of the counselor in the guidance program.

library or counselor's office which will aid them in better understanding areas in which they must make plans and interpretations.

The role of teachers as counselors is sometimes viewed from two opposite extremes. There are some who believe that every teacher is a counselor without respect to degree of interest, competency, or personal attributes. On the other hand, there are persons who hold that only adequately trained counselors should attempt to perform the counseling function. Assuredly some point between these two extremes seems to be more tenable. Some teachers have proved themselves to be rather effective counselors at some levels with relatively little specific training for the task. The range of pupil problems from the very simple to the highly complex suggests that relatively little training may be required in some counseling situations. Contrariwise, great skill is sometimes needed in assisting pupils to achieve satisfactory adjustment when emotional or other deep-seated personality problems are involved.

It is difficult, and probably undesirable, to set hard limits on the teacher's responsibility or preparation for counseling. Of utmost importance is the need for recognizing one's own limitations and ceasing to attempt further counseling when that limit has been reached. The discussion of levels of counseling in Chapter 8 considers the counseling function by teachers in greater detail.

The several types of activities involved in a comprehensive placement service suggest the need for participation of teachers. Pupils need assistance in selecting subjects, curricula, and cocurricular and community activities. Assisting them to participate in all of these activities is a placement function. The versatile interests and developmental needs of individuals require that they have a variety of experiences designed to facilitate personal growth and development. Since teachers are constantly associated with pupils, they are excellently situated to observe their needs and to assist them in utilizing appropriate activities and services in school and community in satisfying them.

Follow-up studies require the cooperative efforts of many persons. Preparation of questionnaires and mailing lists, typing, mimeographing, mailing, and tabulation and interpretation of data suggest that

this evaluative procedure should be shared by teachers. The significant role of the teachers is apparent when one recognizes that the implementation of follow-up results depends upon their interest and participation.[7]

Functions of Community Resources

Though individuals in the community who contribute services to the guidance program are not staff members, their working relationships with school personnel are sufficiently close to warrant consideration of their functions at this point. They provide services of two kinds: (1) those which the school does not offer, or (2) those which supplement the services offered by the school.

Community agencies often play an important role in the community school guidance program. Agencies which provide services related to health, social welfare, counseling, testing, family adjustment, recreation, and employment not only assist the school in meeting the adjustment needs of individuals and families, but also frequently are sources of information about them which aids counselors and teachers to understand better their needs and problems. In addition, information needed by pupils relating to educational and occupational opportunities and requirements, recreational facilities, health, and other services are available through community resources. In smaller communities these resources may appear in the form of individuals rather than as agencies. The family physician is a source of information and service in the health area; private employers provide job information and placement services; county or state social service agencies may be the only source of family welfare and casework services; and some other services ordinarily available in urban areas may be denied schools in smaller communities. In general, however, community

[7] See also:

Erickson, C. E., *Practical Handbook for Counselors.* The Ronald Press Company, 1949. Pp. 127–30, 133–36.

Erickson, C. E., and Glenn E. Smith, *Organization and Administration of Guidance Services.* New York: McGraw-Hill Book Company, Inc., 1947. Pp. 207–35.

Warters, Jane, *High School Personnel Work Today.* New York: McGraw-Hill Book Company, Inc., 1946. Pp. 26–30.

Williamson, E. G., *Counseling Adolescents.* New York: McGraw-Hill Book Company, Inc., 1950. Pp. 58–61, 166–168.

services pertinent to the guidance program are present in greater numbers than many smaller schools realize. A systematic plan for locating these services will often uncover many more than are presumed to exist.[8]

FACTORS AFFECTING THE PRINCIPLES OF PROGRAM ORGANIZATION

Any attempt to devise a chart which would illustrate the organizational pattern of the guidance program in more than a single school would be futile. Though the program must always depend upon the participation and support of the entire staff, it does not necessarily follow that the interests and functions of administrators, counselors, and teachers will be precisely the same in every school. Moreover, functional relationships of staff members will vary in accordance with factors peculiar to each school and community. The discussion which follows suggests some of the broad principles which apply to the organization and administration of guidance programs with emphasis upon those factors which affect their operation in all schools. Some of these principles are mentioned in Chapter 8 in connection with the counseling function.

Administrative Support and Participation

The extent to which the superintendent and the principal provide administrative leadership in the guidance program depends upon a number of conditioning factors. For purposes of this discussion reference is made only to the principal, since he usually accepts responsibility for administering the educational program within the school which he heads.

Since guidance activities are an integral part of the total educational program, the principal's philosophy of education markedly affects the organization and operation of the school, including the guid-

[8] See also:
Chisholm, Leslie E., *Guiding Youth in the Secondary School*. New York: American Book Company, 1945. Chapter 14.
Reed, Anna Y., *Guidance and Personnel Services in Education*. Ithaca: Cornell University Press, 1944. Pp. 128–22.

ance program. In most instances, his point of view with respect to the purposes and functions of education determines what, if any, guidance activities, *per se*, are carried on by the staff. He may hold that group techniques are adequate for meeting the needs of pupils and thus confine guidance activities to classrooms or homerooms. On the other hand, he may wish to point guidance activities toward the needs and problems of individuals and thus encourage development of the program around the counseling function.

Whatever the administrative scope of the program, the principal's training and experience and, consequently, his attitude toward its functions will plan an important role. He is likely to be influenced by his interpretation of the attitudes of special groups, or of the community in general, in setting the organizational pattern of the guidance program. Any previous experiences he has had with guidance services are almost certain to influence his appraisal of the value of and need for them in the school. Many other factors may enter into the character of the principal's leadership in organizing, or failing to organize, guidance services into a coordinated program of activities.

The principal's responsibility for administrative leadership extends his influence to every aspect of the guidance program. In a large measure his leadership will set the quality and character of professional leadership and staff participation in guidance activities; it will condition their purposes and scope; it will bear upon the adequacy of staff time and physical facilities; it will affect the understanding, appreciation, and cooperation of agencies and individuals in the community; it will govern the nature and extent of in-service training activities of the staff and, consequently, the qualitative levels of staff participation; and finally, the principal's leadership will determine the objectives of the school's total educational program and the role of guidance services in it.

Professional Leadership

Though the time required for giving professional leadership to the guidance program will usually be in direct ratio to school size, such leadership is desirable in all schools. In larger schools, the system-wide program leader is often designated as the guidance director or other

similar title and devotes full time to the functions of leadership and coordination. In a large secondary school the staff leader may be a head counselor, or he may bear the title of counselor with other counseling staff members designated as teacher-counselors.

Smaller schools usually have a less formal type of guidance organization with leadership responsibilities assigned to a teacher-counselor or to the chairman of a guidance committee. In any event, it is usually desirable to centralize program leadership in a staff member who has had sufficient training as a guidance worker to have a sense of direction and some competencies as a counselor and program leader.

The efficacy of professional leadership in the program will be conditioned by the competencies of the responsible staff member in securing the cooperation and participation of teachers and pupils. The nature of guidance services as a cooperative undertaking of the staff points to the need for a program leader who has the personal and professional respect of his colleagues. To gain such respect, he must have certain competencies related to guidance services that will enable him to assist teachers to develop increasing skill as guidance workers.

One might be justly singled out as impractical if he took the position that any school should delay efforts to begin the coordination of existing guidance services into a coordinated program until a fully trained leader is available. The caution in this connection is that the staff should recognize the limitations imposed by lack of complete familiarity with the functions, tools, techniques, and organizational pattern which are essential to an on-going guidance program. Certainly every staff should be encouraged to proceed with program-planning and development as rapidly and effectively as possible. In-service training is usually available to some or all staff members. Such training may be planned to keep the staff abreast of a developing program in the school. Certainly the level of staff training and the interests of staff members in participating in the program are major conditioning factors in program development. The leadership of a staff member whose training, interests, and experience lend direction to the guidance activities of the staff makes for better defined and coordinated program development.

Staff Participation and Cooperation

The importance of administrative and professional leadership as conditioning factors in the guidance program has already been mentioned. Obviously a notable effect of these is upon the staff. Of equal importance is the effort which goes into acquainting the staff with the need for taking time and effort from an already crowded and busy schedule to provide guidance services. The effectiveness with which teachers are apprised of the nature and extent of the needs and problems of pupils in the school, and the functions of staff members in providing services designed to alleviate those needs and problems, will aid in influencing the staff to participate in the guidance program. The results of surveys of pupil problems concerning the need for guidance services will usually be more revealing than will the opinion of the principal in this connection.

In addition to the value of the competencies developed through in-service training, another significant one should not be overlooked. It is characteristic of all of us to feel secure in doing the things which we do well. This fact gives added impetus to the need for aiding each staff member to develop skill in some function of the guidance program. Lack of adequate staff participation may often stem from the desire of teachers to avoid working in an activity in which, because of lack of training and experience, they feel insecure. The extent to which the staff members are able to develop a satisfying sense of security will be a determining factor in securing their participation in the program.

The attitude of pupils toward guidance activities is certain to influence teachers in their acceptance of the guidance function. In this connection, it is urgent that the guidance program be committed to the task of meeting the needs of pupils and that counselors be free of disciplinary and other authoritarian responsibilities.

Staff participation requires that time be provided in the daily schedule for carrying on assigned guidance functions. If guidance services are of sufficient importance to warrant their development, they must be also considered worthy of staff time in the daily schedule free of other responsibilities. Moreover, the guidance program requires that provision be made for materials and facilities which are indis-

pensable to certain of its activities. The presence or absence of time and facilities is a conditioning factor in the efficacy of guidance services.

The Program Must Be Comprehensive

Though the range and intensity of guidance services vary in schools of different size and character, they should be available to all pupils and cut across all areas of need. That is to say, the program should not be restricted to educational, vocational, or personal guidance. The inseparable nature of individual interests, abilities, needs, and environment points to the necessity for recognizing the "wholeness" of the individual and the interrelationships of his unique needs and characteristics.

Whether the program is comprehensive in serving pupils depends largely upon the philosophy subscribed to by the staff with respect to the growth and development of the individual. Again, the success of the program leader in coordinating the activities of staff members is a factor. Vocational teachers may consider pupil problems relating to occupational choice and adjustment as of first importance. Teachers in other areas may regard the task of preparing for and entering college as the focal area of guidance activity. Though the guidance program should be influenced by the nature and objectives of a particular school, the variation should be one of emphasis rather than less comprehensive character. For instance, a trade or technical school may be justified in emphasizing job placement as a guidance service, or a comprehensive high school from which most graduates enter college might put major emphasis upon college preparation and selection. In either case, the difference should be one of emphasis only. Both institutions should recognize that the individual has a wide range of interrelated interests and needs.

Cooperation and Understanding of Parents

Representatives of parent groups are frequently drawn into the planning of the guidance program. This consideration of the interests of parents in the school pays dividends by acquainting them with the

nature and functions of the guidance program and, not incidentally, gains their support for it. It is often desirable to keep all parents informed of new plans or developments in the school program. This may be done through mimeographed letters or bulletins sent to them or by publishing periodically in the school or community newspaper a letter to parents. Care should be exercised in these communications to make sure that plans reported are couched in terms understandable to lay persons.

The cooperation and understanding of parents may be obtained through teacher-parent and pupil-teacher-parent conferences. Some schools invite parents to sit in on conferences scheduled with pupils for the purpose of planning study programs, considering the selection of a college, tentative selection of an occupational field, or to consider other needs and problems of the pupil. Counselors and teachers may contribute markedly to parental cooperation by adjusting their schedules to confer with them at any time. Staff members should discuss needs and problems of pupils with their parents objectively and candidly.[9]

In-Service Training for the Staff

The nature of an in-service training program for the staff should be determined by the interests and needs of individual staff members. Though some training may be obtained by individual teachers on a college or university campus, in-service training for the staff as a whole can usually be arranged in the local community. Many colleges and universities are prepared to provide instructors for conducting such in-service programs.

In general, training the staff on the local scene tends to encourage the slanting of subject matter and committee projects to problems and needs common to the staff's own school. Many excellent projects

[9] For further reading on this subject see:
Dunsmore, C. C., and Leonard M. Miller, *Principles and Methods of Guidance for Teachers.* Scranton: International Textbook Company, 1949. Pp. 310–13.
Erickson, C. E., *A Basic Text for Guidance Workers.* New York: Prentice-Hall, Inc., 1947. Chapter 14.
Hamrin, S. A., and Blanche B. Paulson, *Counseling Adolescents.* Chicago: Science Research Associates, 1950. Pp. 354–55.

related to the development of guidance programs have stemmed from in-service training courses at the local level. Moreover, a consideration of factors involved in developing a guidance program assumes increased significance when applied to an individual's daily work situation.

The element of professional leadership may alter the nature of the in-service program. A program leader who has had wide experience as a guidance worker may assume responsibility for directing the school's in-service activities related to the guidance program. Such an arrangement offers the advantage of leadership by a staff member who is in a position to be relatively familiar with the interests and needs of staff members.[10]

Cooperation of Community Agencies

To be sure, the number of community agencies and the scope of their services are usually dictated by community size. Smaller schools must often reach beyond the limits of the local community to secure services needed by some pupils. Though medical and dental, recreational, and character-building services and agencies are found in many relatively small communities, other specialized services such as public employment agencies, psychological and medical clinics, family and children's agencies are confined for the most part to urban centers.

In every school, the participation of community resources in the guidance program depends upon the establishment of cooperative working relationships with available services in the community. Though little mention has been made in discussing the functions and qualifications of the program leader and the significance of personal qualities in that person, certainly the ability to establish cooperative working relationships, whether with colleagues or with individuals outside the school, depends upon the personality characteristics of the program leader. The competencies of an individual as a guidance

[10] Erickson, C. E., *Practical Handbook for School Counselor.* New York: the Ronald Press Company, 1949. Pp. 146–47, 156–57, 167–68, 205–206.
Warters, Jane, *High School Personnel Work Today.* New York: McGraw-Hill Book Company, Inc., 1946. Chapter XI.

worker may be greatly discounted by unfortunate personal attitudes, appearance, or temperament.

An excellent beginning in enlisting the support and assistance of community agencies may often be made by inviting representatives of key community agencies to assist with planning and developing the guidance program. Some schools follow the practice of inviting agency persons to join members of the staff in case conferences concerning pupils whose problems suggest need for certain community services. Both of these practices are helpful in broadening the range of services for pupils.

The use of community services in the school implies an obligation to make the services of staff members available to cooperating agencies when requested. The attitude of the principal and the staff toward a two-way plan of cooperation will bear upon the utilization of community resources in the guidance program.

The Guidance Program Should Develop

Programs of guidance services do not appear with startling suddenness in any school. Neither are they inaugurated. The addition of a group of guidance services, or the coordination of services already present, must come about through a developmental process. The care with which this process is nurtured usually depends upon the principal and his staff and their understanding of the developmental process characteristic of educational services.

Only rarely is the staff prepared to proceed in developing a guidance program without need for additional training and experience. This fact, though it appears discouraging to some, is a fortunate one. If all or a majority of teachers in a given school were also fully trained guidance workers, the program would be in grave danger of inauguration rather than development. In most schools, program development keeps pace with the acquisition of new competencies by staff members. This is as it should be. A range of competencies above the stage of program development at any one given time is desirable for the program leader, provided he is willing to move forward at a rate commensurate with staff growth and sound program development. The continuing level of staff interest and participation, a responsibility of

the program leader, will be a conditioning factor in the development of guidance services.

Occasionally the guidance program cannot be developed at a maximum rate desirable for the school because of teacher turnover and the consequent need for assimilating new and inexperienced staff members. This circumstance requires that program development proceed at a slower rate if all staff members are to participate.

The acceptance of guidance services by pupils, parents, and the community will aid in setting the developmental rate of the program. This truth emphasizes the need for planned means of acquainting these groups with the purposes, functions, and progress of the guidance program. The leader should be continuously aware of the factors which affect program development and should not permit them to hold progress below the maximal rate of sound development.

Guidance Services in the Total Educational Program

The guidance program is an integral part of the total school program. Its services are designed to make instruction more effective by aiding pupils to make satisfactory adjustments to home, school, and community. The task of assisting teachers to discover the aptitudes and interests of pupils so that classroom activities may be planned for individuals is a responsibility of the guidance program.

The objectives of education are also the objectives of guidance services, though the techniques and methods of the two may often differ. Their magnitude and nature require that group methods be employed in the process. The nature of counseling suggests that it is an individualized process.

Counselors are members of the teaching staff and as such enjoy the same privileges and incur the same degree of professional and ethical responsibility as do teachers. The program leader is not a supervisor or administrator; he is a consultant. His responsibilities do not sever his connections with teachers; they make him more dependent upon them. Every member of the staff works toward the same comprehensive objective: the education and adjustment of boys and girls. That some may carry on activities of a different character than others

is only an indication that a great many essential educational services are being provided.

SOME CONSIDERATIONS IN PLANNING THE GUIDANCE PROGRAM

There is no single point at which the staff must begin in developing a guidance program. There are, however, certain activities which should precede certain others if the services to be included are to be maximally effective. To be sure, the counseling service will be ineffective in the absence of an adequate personal inventory for each pupil. This fact, however, does not imply that the inventory service must be the first aspect of the guidance program to be developed. It may be, and often is, desirable to begin with an in-service training program for the entire staff. This activity should include group projects which will lay the foundation for guidance services.

One school employing this method carried out two group projects as a means of beginning: (1) a follow-up study of graduates and dropouts; and (2) a survey of pupils to discover the problems with which they felt a need for help. The information gathered by these methods acquainted the staff with the fact that some former pupils believed certain curricular modifications would improve the school program, and the additional fact that pupils in school felt a need for help with some educational, vocational, and personal problems.

The questions raised here concerning the guidance program are intended as guideposts to program development. Neither the services nor the activities suggested should be regarded as occurring in the order of importance since each school must determine the most desirable place for beginning its guidance program.

The Individual Inventory Service

1. What major categories of information should we include in pupils' inventories?

2. What kinds of pertinent information about pupils can our teachers be expected to contribute?

3. What types of record forms should we use? (Cumulative folder, personal data sheet, anecdotal forms, etc.)

4. Is the cumulative record form now in use adequate for guidance purposes?

5. Where should our inventory files be located so that they will be accessible to all staff members?

6. What test results should we include in pupils' inventories?

7. What special tests should we have on hand for individual use?

8. How can we keep pupils' inventories up to date?

The Information Service

1. What satisfactory provision can we make for information files, occupational book shelves, and display tables?

2. How can we locate sources of occupational, educational, training, and other necessary information?

3. What types of filing plan for information materials shall we develop or purchase?

4. What staff members should be responsible for collecting and filing information materials?

5. Where can we rent or buy films and film-strips dealing with the kinds of information pupils need?

6. How can teachers be helped to provide educational, occupational, and other information through their classes?

7. Should information units be included in some or all classes?

8. Should a course in occupational and educational information be included in the curriculum?

9. Should the school have an organized orientation plan for beginning pupils?

10. What activities should be planned to develop improved articulation between schools?

The Counseling Service

1. Can sufficient staff time for counseling be included in the daily schedule?

2. Are qualified staff members available for providing counseling services?

3. What plan can be developed for acquainting pupils and teachers with the nature and purposes of the counseling service?

4. Should we assign all pupils to a counselor, or what other method might we use to be sure that all pupils have access to the counseling service?

5. Are private quarters available for counseling?

6. Can essential physical facilities, materials, and supplies be provided for counselors?

7. Have community services capable of supplementing the counseling service been identified and how should we go about developing cooperative working relationships with each one?

The Placement Service

1. Can we provide job placement services for pupils?

2. Should we make job placement services available to former pupils, and how shall be organize the service to include them?

3. Can counseling and special testing services be provided in conjunction with job placement services?

4. How can our placement service be developed to include assisting pupils to select colleges, universities, and trade, business, and technical schools as well as appropriate curricular, cocurricular, and community activities?

5. How can we establish cooperative relationships with community agencies and organizations interested in job placement?

6. Can we make job placement more effective by planning orientation activities designed to assist pupils to learn how to make job applications, how to interview prospective employers, and how to make satisfactory job adjustments?

7. How can we work out a plan for having exit interviews with drop-outs before pupils leave school so that we may help them find employment?

The Follow-Up Service

1. Are all staff members willing to participate in follow-up studies?

2. Should any in-service training plans include information about how to carry out follow-up studies?

3. Should the in-service training program help counselors develop techniques for following up counselees on an individual basis?

Coordinating Guidance Activities

1. Do we need a guidance council and guidance committees?

2. How can pupil records and testing be coordinated within the school system to avoid duplication and encourage desirable uniformity?

3. Have all types of community resources interested in guidance services been identified?

4. Has a guidance director been appointed, or do we need a person to be responsible for over-all coordination of guidance activities?

5. Do we need a comprehensive in-service training program which will involve representatives from all schools in the system?

6. How should we go about acquainting parents and pupils with the guidance program?

7. Has the cost of the guidance program been estimated and can it be adequately supported financially?

It is hoped that the questions above concerning the planning of the guidance program will suggest factors to be considered in getting under way. Though not all of the questions included must be answered affirmatively at the outset, the number so answered will indicate the degree of readiness for beginning the basic activities of the guidance program.

DEVELOPING A GUIDANCE PROGRAM: A CASE STUDY

The school system described here is located in a small community with a population of approximately 1,500. It is an agricultural community an hour's drive from a city of about 100,000 inhabitants. There are 400 pupils enrolled, with 200 in the four-year high school. Approximately sixty of the high school pupils are brought in from neighboring primary districts by school bus. The one elementary school in the community has eight teachers and the high school has

seven. The principal of the latter school teaches four classes in a seven-period day, each period being fifty minutes. Each teacher has five classes, one study hall, and one "free" period each day. The office of the superintendent is located in the high-school building and he performs some of the functions of the principal during the four periods in which the latter meets classes. The school has an active Parent-Teacher Association which meets once a month at the high school. On this day each month school is dismissed an hour earlier than usual to permit teachers to participate in P.T.A. meetings.

How Program Planning Began

A teacher, as often happens, set off the spark which led to staff planning for guidance services. As part of a seminar assignment in a guidance course in which he was enrolled for special study, the social studies teacher developed and administered to all pupils in the school a problem checklist. The discovery of numerous areas in which pupils expressed a need for assistance by teachers prompted the social studies teacher to discuss his findings with the principal. After several discussions, some of which included the superintendent, the teacher was invited to explain his study and its implications at a regular staff meeting. Several teachers expressed the view that the staff should do something to meet the requests of pupils for help with their needs and problems. At the next regular meeting of the staff, the matter was discussed further and suggestions were made concerning things which might be done as the next step. It was decided to invite a guidance consultant from the Department of Public Instruction to a later meeting of the group to discuss with them some possible ways of developing activities which would aid meeting pupils' needs and problems discovered through the survey. After a discussion of the general character of guidance services and the role of the staff in developing those which seemed to be needed by pupils in the school, it was agreed that each elementary and high-school teacher would submit to the principal answers to the following questions: What specific needs expressed by pupils should we attempt to meet? What interests and abilities do I have which might be used in providing guidance serv-

ices? What guidance services do we now have in my school? Would I be willing to serve on a guidance committee to help plan and develop a program of guidance? Am I interested in participating in an in-service training program which would be based upon the needs of myself and other teachers?

Tabulation of answers to the preceding questions revealed that a majority of the teachers believed an effort should be made to develop a guidance program of as extensive character as staff time and competence would permit. Five of the seven teachers thought they had interests and abilities which might be utilized in the guidance program. The consensus was that some guidance activities were being carried on in the school, but that all might be improved. Every teacher expressed willingness to serve on a guidance committee and also to participate in an in-service training program.

Further Exploration Through Staff Meetings

During the several weeks following, two additional staff meetings were devoted to discussion of guidance activities. The last of these was described as a meeting of the guidance committee. The social studies teacher who had conducted the pupil problem survey was asked by the staff to serve as chairman of the committee. Each teacher set down a list of guidance and related courses which he thought would aid him as a guidance worker. Four of the seven teachers expressed interest in devoting their free period to guidance activities. It was agreed that the three remaining teachers would accept responsibility for sponsorship of additional cocurricular activities which now occupied all teachers on some days during their free period. This shift left the four teachers interested in specific guidance responsibilities with one fifty-minute period each day for that purpose. The group agreed that an attempt should be made to arrange an in-service training program with leadership to be provided by a college instructor who was a specialist in the guidance field. The principal was asked to arrange such a program to begin at the start of the second semester, which was five weeks away. The staff had now spent three months in preliminary discussions and planning and felt ready to begin more specific preparation for developing a guidance program.

In-Service Training Begins

The first meeting of the staff with the college instructor who was chosen to lead the in-service training program was attended by all high school teachers and four of the eight elementary teachers. This session was given over to discussion of how the group wished to proceed, the place of lecture-discussion in the series of meetings, and time to be spent in carrying on group or individual projects related to the interests of the group and to the development of guidance services in the elementary and the secondary school of that community. The group resolved itself into four working committees as follows:

1. Committee on pupil personnel records
2. Committee on guidance materials for pupils and teachers
3. Committee on follow-up studies
4. Committee on community resources

Each of these groups was to make a study of existing facilities in its area of interest and make recommendations with respect to their use in the guidance program. Also, each was to suggest ways of improving conditions as they existed to the end that guidance services might be made maximally effective.

The Committee's Report

A brief summary of the major conclusions of each of the four committees will serve to illustrate the nature of their activities and the procedures followed. Since the elementary and the high-school principals worked at various times with each of the committees, they were prepared to carry out the committee's recommendations as far as possible. Fortunately, too, each committee had an elementary and a secondary teacher among its small membership.

REPORT OF THE COMMITTEE OF PUPIL PERSONNEL RECORDS

The conclusions and recommendations of this committee were as follows:

1. Concerning data on pupils, cumulative record forms were satisfactory for recording much of the information needed for guidance purposes. In general, the records were more complete in the elementary school than in the high school.

2. Test data were inadequate. One mental ability test was administered in the eighth grade. None was used in the high school. No test results were recorded for nonresident pupils who had attended rural schools in outlying areas. No achievement or other tests were being administered in the schools. It was recommended that the in-service training program devote some time to a study of standardized tests, their uses and value.

3. Since the cumulative record forms used in the elementary school and the high school were not comparable in form or content, it was recommended that a uniform folder-type record be developed which would become the pupil's record in the first grade and follow him—cumulatively—throughout his school experience.

4. The committee recommended that definite responsibility for keeping cumulative records up to date be accepted by the staff.

5. The records were believed by the committee to be used very little by teachers. It was suggested that the uses of information about pupils by teachers be considered in the in-service training program.

6. Finally, it was recommended that the record files be placed in a more accessible place in the building. They were currently located in the principal's office where they could not be used by staff members when the principal was using his office for conferences.

REPORT OF THE COMMITTEE ON GUIDANCE MATERIALS

Summarized briefly, this committtee's report was as follows:

1. The library contained a paucity of materials related to the interests and needs of pupils for information concerning occupational and educational opportunities and requirements, personality development, social relationships, habits and manners, developing effective study habits, and other similar materials.

2. The committee recommended that a small sum of money be budgeted for rental of films and film strips related to the areas mentioned above.

3. The few guidance materials in the library were not easily available to teachers and pupils. In the main, they were dispersed among reference books and other volumes in the library.

4. It was recommended that the teacher-librarian be responsible for collecting and assembling guidance materials with the help and suggestions of teachers.

REPORT OF THE COMMITTEE ON FOLLOW-UP STUDIES

This committee made the following observations and recommendations:

1. That the in-service training program devote some time to follow-up studies, including their general objectives, sources of assistance in learning about follow-up procedures, and suggestions concerning the interpretation and implementation of follow-up results.

2. The committee recommended that the staff begin work on a follow-up study not later than the first semester of the next school year. It was suggested that such studies be carried out on a continuous basis according to some systematic plan.

3. The committee recommended that the help of pupils be sought in carrying out the studies. It was suggested, also, that the committee gather sample follow-up forms from schools in which studies had been made, and that the high-school guidance committee be responsible for conducting the studies.

REPORT OF THE COMMITTEE ON COMMUNITY RESOURCES

This committee prepared the following list of conclusions and recommendations:

1. Committee members personally interviewed persons in the community whom they believed might have services to contribute to the guidance program. They came to the conclusion that the school should seek resources in a larger area than the local community in the hope they might be made available.

2. Local resources discovered were as follows:

   a. The Chamber of Commerce agreed to make available limited information about local job opportunities.

   b. A local physician and a local dentist were willing to provide limited medical and dental services for needy pupils.

   c. The P.T.A. offered to support any reasonable request for

additional funds which might be needed for guidance purposes.

d. A local women's club offered some financial assistance for needy pupils.

e. The village council agreed to construct and maintain a baseball diamond and a tennis court for the use of pupils during summer vacations.

f. A local merchant offered a vacant building for the development of a teen-age club. The P.T.A. volunteered to provide hostesses for the proposed club on week-ends during the winter months.

3. The committee expressed a desire to continue its study as the in-service training program proceeded. The members felt that their understanding of the nature, scope, and purposes of community resources would deepen as staff experience with guidance services became broader.

The Year Closes

The close of the school year brought an end to the first of a series of in-service training opportunities in which the staff participated. The first year had brought a better understanding to the staff of the nature, scope, and functions of guidance services. They agreed that the formal in-service program should be continued soon after the opening of the next school year. Accordingly, the principal was asked to make the necessary arrangements with the sponsoring college.

The Year Following

In late September the in-service program was resumed. The four high-school teachers who had expressed an interest in giving time to the guidance program were assigned specific responsibility in that connection. Though it was not until the second semester that they actually began counseling according to a definite plan, some were holding pupil and parent conferences earlier.

The second semester each of the four teachers was assigned fifty pupils for whom they were to serve as counselors. Pupils were acquainted with the plan through assemblies and in regular classes. The

president of the Student Council and the president of each class were invited to attend meetings of the guidance committee. Pupils were permitted to change counselors if they wished to do so by requesting the change and informing the principal of their reasons for desiring to do so.

By the close of the second school year many of the recommendations of the working committees of the previous year had been carried out. The monthly afternoon P.T.A. meetings had been changed to evening meetings, and the time formerly set aside in the school day for this purpose was being used for pupil-parent-counselor conferences. Happily, the request for this change came from parents.[11]

Though the process employed in this instance represents only one way by which a school might proceed to develop a guidance program, similar approaches have been used with reasonable success in many communities. To be sure, the staff and its leadership were guilty of some errors and omissions for which they might be criticized. For example, they proceeded without inviting the P.T.A. or other community representatives to participate in any aspect of program planning. Again, attention was devoted mainly to the development of guidance activities in the high school with inadequate thought and planning for building a sound foundation in the elementary school.

The work of the committees during the first semester of the in-service training program was not as exhaustive as it might have been. Rather than simply making recommendations concerning the need for a uniform cumulative record, the committee might have developed a sample form for the consideration of the staff. Similarly, the follow-up committee might have worked out a follow-up questionnaire as a sample for staff criticisms and suggestions. Other committees revealed similar deficiencies with particular respect to the scope

[11] For further examples of program development and organization see:

Arbuckle, Dugald S., *Teacher Counseling.* Cambridge: Addison-Wesley Press, Inc., 1950. Chapter 1.

Darley, J. G., *Testing and Counseling in the High School Guidance Program.* Chicago: Science Research Associates, 1947. Chapter 6.

Erickson, C. E., and Marion C. Happ, *Guidance Practices at Work.* New York: McGraw-Hill Book Company, Inc., 1946. Chapter 2.

Watters, Jane, *High School Personnel Work Today.* New York: McGraw-Hill Book Company, Inc., 1946. Chapter XI.

and depth of their activities. However, some of these weaknesses were rectified during the second year of program development and, in general, the program showed signs of continued improvement.

SUGGESTIONS FOR FURTHER READING

1. Arbuckle, Dugald S., "Guidance: Seven Opportunities Neglected by Classroom Teachers," *Clearing House*, November, 1948. Pp. 140–142.

2. Arbuckle, Dugald S., *Teacher Counseling*. Cambridge: Addison-Wesley Press, Inc., 1950. Chapter 5, "The New Teacher in Action."

3. Bosman, J., "English Teacher in the Guidance Program," *Teachers' College Journal*, October, 1948. Pp. 20–29.

4. Chisholm, Leslie L., *Guiding Youth in the Secondary School*. New York: American Book Company, 1945. Part Three, "Planning and Carrying on a Guidance Program in the Local School," pp. 359–425; Chapter 17, "The Teacher and the Specialist."

5. Christensen, Thomas E., "Responsibilities of the High-School Principal in the Guidance Program," *School Review*, March, 1949. Pp. 149–154.

6. Conant, J. B., P. J. Rulon, and E. L. Thorndike, "Selection and Guidance in the Secondary School," *Harvard Educational Review*, March, 1948. Pp. 61–75.

7. Davis, Frank G., and Pearle S. Norris, *Guidance Handbook for Teachers*. New York: McGraw-Hill Book Company, Inc., 1949. Chapter 28, "The Community and the Guidance Program."

8. Division of Research and Guidance, Los Angeles County Schools, *Guidance Handbook for Secondary Schools*. Los Angeles: California Test Bureau, 1948. Chapter 3, "Techniques for the Administrative Use of Guidance Data."

9. Dunsmoor, C. C., and Leonard M. Miller, *Principles and Methods of Guidance for Teachers*. Scranton: International Textbook Company, 1949. Chapter 17, "Guidance by Teachers in Rural Schools"; Chapter 18, "Guidance by Teachers in Elementary Schools."

10. Eitzen, O. P., "Guidance Opportunities for Industrial Arts Teachers," *California Journal of Secondary Education*, November, 1948. Pp. 439–440.

11. Erickson, C. E., *A Basic Text for Guidance Workers*. New York: Prentice-Hall, Inc., 1947. Chapter 9, "The Contributions of Classroom Teachers"; Chapter 18, "Organizing the Guidance Program."

12. Erickson, C. E., and Glenn E. Smith, *Organization and Administration of Guidance Services*. New York: McGraw-Hill Book Company, Inc., 1947. Chapter 2, "Organizing the Guidance Program."

13. Erickson, C. E., *Practical Handbook for Counselors*. New York: the Ronald Press, 1949. Chapter 6, "Organizing the Guidance Program."

14. Fowler, Fred M., *Guidance Services Handbook*. Salt Lake City: State Department of Public Instruction, 1948. Chapter 7, "Organization and Administration."

15. Frazier, A., "Teacher and the Counselor, Friends or Enemies," *Journal of the National Education Association*, February, 1948. Pp. 104–105.

16. Froehlich, Clifford P., and Arthur L. Benson, *Guidance Testing*. Chicago: Science Research Associates, 1948.

17. Froehlich, Clifford P., *Guidance Services in Smaller Schools*. New York: McGraw-Hill Book Company, Inc., 1950. Chapter 12, "Teachers and the Guidance Program"; Chapter 13, "The Guidance Program and the Curriculum."

18. Jones, Arthur J., *Principles of Guidance*. New York: McGraw-Hill Book Company, Inc., 1945. Chapter 16, "Methods of Guidance in the Elementary School."

19. Matthewson, Robert H., *Guidance Policy and Practice*. New York: Harper and Brothers, 1949. Chapter 6, "Cost of Guidance Service."

20. McDonald, E. A., "Guidance in the Small School System Can Be Effective If All Teachers Help," *Nation's Schools*, April, 1949. Pp. 26–28.

21. Michelman, C. A., *Handbook for Providing Guidance Services*. Springfield: State of Illinois, Board for Vocational Education, 1949. Chapter 7, "Organizing for Guidance Services."

22. Myers, George E., *Principles and Techniques of Vocational Guidance*. New York: McGraw-Hill Book Company, Inc., 1941. Chapter 18, "Organization and Administration of the Program."

23. Norton, S. K., "Student Problems Met by the Teacher," *School Review*, September, 1948. Pp. 404–409.

24. Olson, Willard C., *Child Development*. Boston: D. C. Heath and Company, 1949. Chapter 12, "Concepts of Child Development in Curriculum and Methods"; Chapter 13, "Concepts of Child Development in the Organization and Administration of Schools."

25. Reed, Anna Y., *Guidance and Personnel Services in Education*. Ithaca: Cornell University Press, 1944. Part V, "Organization and Administration." Pp. 371–453.

26. Robinson, L. B., "How I Contribute to the Guidance Program in Teaching Agriculture," *Agricultural Education Magazine*, July, 1948. P. 11.

27. Slendler, Celie Burns, "How Well Do Elementary-School Teachers

Understand Child Behavior?" *The Journal of Educational Psychology,* December, 1949. Pp. 489–498.

28. Super, Donald E., *The Dynamics of Vocational Adjustment.* New York: Harper and Brothers, 1942. Chapter 15, "The Organization and Administration of Vocational Guidance."

29. Traxler, Arthur E., *Techniques of Guidance.* New York: Harper and Brothers, 1945. Chapter 15, "The Role of the Teacher in Guidance."

30. Wrenn, C. Gilbert, and Willis E. Dugan, *Guidance Procedures in High School.* Minneapolis: The University of Minnesota Press, 1950. Pp. 1–11.

THE INDIVIDUAL INVENTORY
SERVICE

ANY DISCUSSION of guidance services must consider counseling as the frame of reference. The fact that each individual is unique in his makeup requires that every consideration of his needs and problems be approached with full recognition of this individuality. Though the characteristics of a group of individuals may appear to be similar in many respects, their innate differences are known to spread along a continuum from one extreme to the opposite. The theory of individual differences, which is not really a theory at all, lies at the very foundation of the guidance program. This truth is emphasized in the thinking of the guidance worker as he assists individuals to learn about themselves. He is constantly reminded that overt similarities are superficial and that the challenge of the guidance worker is to employ the tools, methods, and techniques of his profession to discover the deeper, the more significant differences in individuals. This task assumes greatest importance in counseling because it is through that service that the pupil is assisted to make interpretations and to gain an understanding of self which will aid him in making plans, choices, and adjustments consonant with individual aptitudes, interests, attitudes, and limitations.

Though the pupil's understanding of himself and the counselor's knowledge and understanding of him assume greatest importance in a counseling situation, it is not in this connection alone that information about pupils is useful. The classroom teacher, the administrator, the athletic coach, and all other staff members constantly have need for understanding the individual. The teacher needs to know the interests of each pupil in order that classroom activities may be planned to capitalize upon those interests. The concept of individualized in-

struction assumes that the teacher knows the optimum level at which each pupil will perform in the classroom. The principal needs information concerning the interests, aptitudes, family background, and future plans of the pupil who faces him across the desk. Adjustment to the school program, to community life, to associates, and to every other aspect of daily life depends upon the ability of the individual to experience success and approval as a participating member of the groups with which he identifies himself. The individual's success must occur within the limits of his capacities and interests. Frequently he needs help to understand better his assets and liabilities which bear upon his present and future plans and upon the probabilities of success or failure.

Learning about the pupil and helping him to learn significant facts about himself are essential functions of the educative process. A knowledge of himself and adequate acquaintance with the opportunities and requirements of his environment provide a framework for the process of planning and choosing effectively. These two kinds of information—about self and about environment—provide the setting for a very important process which is of constant concern to him. That process we may describe as adjusting. The need for fitting himself into his environment is always present. It is not a question of *whether* he will make adjustments; it is rather one of *how well* he will achieve those adjustments.

WHY LEARN ABOUT PUPILS

It has already been emphasized that pupils need to understand themselves. The school has a responsibility for helping them to discover that information about self which is pertinent to the variety of choices, plans, and adjustments which they must make. Guidance workers have learned through experience and training many of the methods and techniques which may be used to discover personal characteristics and pertinent background information which contribute to intelligent planning and living. This function supersedes in importance the responsibility for teaching subject matter, *per se*, since it

provides pupils with a knowledge of themselves which alone makes subject matter serve their needs.

The modern school has kept pace with society in its tendency to become an increasingly complex aspect of the pupil's total environment. The individual is faced with a variety of choices in the school and each must be made in accordance with his purposes. Parents recognize that the school of today is quite a different institution from the one they knew a generation ago. The social life, the curriculum, educational theory and practice, and a variety of other changes in education and in society have led parents to become increasingly dependent upon the schools to assist youth toward satisfactory life adjustment. Competent counselors have gained the confidence of parents through their continued efforts to assist pupils in the formulation of plans and courses of action consistent with their interests and potentialities. That the schools have made notable progress in developing tools and techniques for learning about individuals is attested to by parents who seek out the counselor to learn about their own children. The skill of the counselor in assembling information about pupils and assisting them to learn about themselves has carved out a new role for the schools in the social order.

Interests and Aptitudes Should Harmonize

We must not lose sight of the major purpose for learning about the pupil, namely, that the value of the things we learn lies in using it intelligently to supplement the knowledge of self which he already has. He may, and sometimes does, assume that he can be successful in "whatever he puts his mind to." Unfortunately, that is true in relatively few cases. Though a great many pupils of relatively high intelligence may be successful in a large portion of academic pursuits which they might undertake, success may come less easily in the application of the skills and knowledges learned. Interest is merely an attitude or feeling toward a field of activity, while aptitude determines the capacity for performance in that activity. The pupil needs to recognize the discrepancies which may exist between interests and aptitudes. The guidance worker is frequently called upon to point out the absence of

relationship between the individual's interests and the probability of
success in a particular activity.

A high-school counselor recently reviewed the personal inventory of
a senior boy preparatory to an interview requested by his father. The
parent had indicated that he wished to discuss college plans concern-
ing the boy. A review of the pupil's complete record indicated an
interest in studying medicine, a claimed interest which was con-
firmed by interest inventories. His scholastic record was excellent
throughout. His inventory indicated high, measured, manual dex-
terity, superior health, family financial resources adequate for bear-
ing the expense of medical training, and records of previous
interviews with the counselor which suggested that his vocational
choice was a realizable one of long standing. In the interview the
parent was assured that his son had an excellent chance of suc-
ceeding in medical school, and would probably do equally well in the
practice of his profession. In short, his abilities were evidently in line
with his long-held interest in medicine. The counselor agreed to write
a letter of recommendation to the medical school which had been
selected. A few days later the counselor regretted violating his usual
practice of discussing such matters only in the presence of pupil and
parent. He learned that the boy had recently suffered an injury which
resulted in complete loss of the use of his right arm. Doctors held no
hope that he would ever fully regain its use. The counselor had been
ignorant of the circumstances at the time of the parent interview, and
had thus failed to take into account a disqualifying handicap. The
counselor would have immediately recognized the discrepancy be-
tween the boy's interest and his aptitudes if certain other conditions
had existed. Unsatisfactory scholastic achievement would have
suggested lack of capacity for medical training, or low marks in
scientific subjects would have suggested a serious handicap. The cost
of medical training would have suggested that a pupil without con-
siderable financial resources would not be likely to complete medical
training. Lack of evidence of interest in medicine would have sug-
gested that the choice was being influenced by the parent. The con-
clusion might well be that the many ramifications present in deter-
mining the consistency of interests and aptitudes suggest the exercise

of considerable caution in assisting pupils to examine possible harmonies and discrepancies.[1]

Individual Capacities and Achievements Should Be Similar

Measures of capacity alone are not always indicative of probable achievement on the part of the pupil. Many inhibiting factors enter into the environment of the individual to prevent his achieving at a level consistent with reliably established capacities. The guidance worker is interested in discrepancies between these two levels and seeks causative factors. Lack of interest, unsatisfactory mental or physical health, home conditions, emotional disturbances, and a variety of other causes may enter into the pupil's failure to achieve at his potential optimum level. The possible causes of underachievement usually are not revealed either by measures of capacity or of achievement. The guidance worker looks elsewhere for clues. The data concerning home conditions, general health, interests, and other areas outside the school may reveal one or more causes for underachievement. If these causes are to be located and attacked, an adequate file of information relating to the pupil must be available. The concept of complete analysis of the individual through use of test data is unacceptable to the trained guidance worker. It becomes evident as a result of counseling experience that the more other pertinent information one has about the individual, the less essential are test data.[2]

Intelligent Planning Requires Information

An important part of the counselor's job is providing pupils wth sources of reliable information related to individual needs. Pupils are

[1] Bingham, Walter V., *Aptitudes and Aptitude Testing*. New York: Harper and Brothers, 1937. Chapter VI, "Interests and Aptitudes: Nature of Interests—How They Are Ascertained."
Williamson, E. G., *How to Counsel Students*. New York: McGraw-Hill Book Company, Inc., 1939. Chapter XXII, "Discrepancy Between Interests and Aptitudes"; Chapter XXVI, "Problems of Health and Physical Disabilities."
[2] Darley, J. G., *Testing and Counseling in the High School Guidance Program* Chicago: Science Research Associates, 1943. Chapter 2, "What We Must Know About Students."
Williamson, E. G., *How to Counsel Students*. New York: McGraw-Hill Book Company, Inc., 1939. Chapter XVII, "Overachievement"; Chapter XVIII, "Underachievement."

claimed interests stemming from attitudinal handicaps, physical defects, lack of financial resources for additional required training, and other discrepancies which emphasized the frequent lack of realism in planning for the future. One suspects that many of these pupils may have had personality maladjustments, personal, social and emotional problems more serious in nature than ignorance of requirements and opportunities in the world of work. One might also conclude that this group of seniors is representative of similar groups in many other schools. The guidance worker sees in this condition a challenge to assist pupils to understand themselves, to aid them to recognize the implications of choices in whatever connection they are to be made, and to see the relationships which exist between these two sets of facts. The achievement of this objective emphasizes the importance of learning about pupils in order that they may be helped to learn about themselves.[4]

Home Environment Is Important

The guidance worker does not "know" the pupil unless he has knowledge of his experiences beyond the school setting. The influence of home environment often reaches more profoundly into the life of the individual than does the school setting. The unique personality of each individual is a product of all of his experiences. The conscientious counselor who recognizes these truths attempts to assemble information about the pupil which will provide a broad perspective. The plans, choices, and adjustments which the pupil makes from time to time are achieved in relation to a variety of influences. Partial information about the pupil's total environment may lead to false interpretations with respect to his problems, plans, and needs. The

[4] Erickson, C. E., and Glenn E. Smith, *Organization and Administration of Guidance Services.* New York: McGraw-Hill Book Company, Inc., 1947. Pp. 79-98.
Shartle, Carroll L., *Occupational Information.* New York: Prentice-Hall, Inc., 1946. Chapter I.
Warters, Jane, *High School Personnel Work Today.* New York: McGraw-Hill Book Company, Inc., 1946. Chapter IX.
Williamson, E. G., *How to Counsel Students.* New York: McGraw-Hill Book Company, Inc., 1935. Chapter XXIII, "Unwise Vocational Choice."

family background data about pupils which constitutes an important part of the personal inventory should be recognized by teachers and counselors as indispensable.

Conditions of the home and neighborhood frequently determine to a marked degree the attitudes, interests, and achievements of the individual. It is not uncommon to find conflicts arising out of parental pressures upon the pupil to take certain subjects, to engage in or refrain from participation in certain school activities, to plan for a certain occupation, or prepare for entrance into a particular college. The counselor needs first to understand the causes of such conflicts, and then to be prepared to present to parents and pupils the facts bearing most pertinently upon a desirable compromise. The counselor's task of presenting objective information and interpretations to parents and pupils depends for its effectiveness upon a knowledge of the home conditions out of which has grown the need for the counselor's assistance.[5]

Satisfactory Pupil Adjustment Is Essential

The growth of the school program from one concerned largely with subject matter offerings to one offering opportunities in a variety of classroom and extra-class activities has been a marked one in recent years. The average pupil today engages in a wide variety of school and community activities. The classroom is but a single aspect of the educational program. There are clubs, assemblies, student government activities, athletics, and other similar opportunities for experiences in the school. In addition, religious, social, recreational, and occupational activities and interests are a part of the matrix of pupil experience. Out of this expanded program of activities new problems have arisen. The retiring pupil frequently finds little comfort in the pressure he feels to participate in the extra-class activities of school and community. He may avoid them completely, or he may participate unhappily. On the other hand, the socially inclined pupil may permit these activities to impinge upon his time and energies to the detri-

[5] Chisholm, Leslie L., *Guiding Youth in the Secondary School.* New York: American Book Company, 1945. Chapter XVI, "Parents and Guidance."
Olson, Willard C., *Child Development.* Boston: D. C. Heath and Company, 1949. Chapter IX, "The Child in the Home and Community."

ment of other essential activities. In either instance the guidance worker finds himself in need of information relating to the nature and extent of these activities in which the individual participates. One may need to be encouraged to participate in more extra-class activities; the other may need to give less time to them. Both must make necessary adjustments to attain an appropriate balance of interests and activities. The counselor frequently needs to assist pupils to make adjustments consistent with their best interests, a function he cannot perform in the absence of a wide range of information relating to their aptitudes, interests, and activities.

New pupils must adjust to the school program, its strange customs and offerings. Here again the counselor needs to know of the past experiences, the interests, aptitudes, and talents of the pupil. Failure to make appropriate adjustment to the total school program may influence the pupil to drop out. Adjustments to home conditions, community life, and to associates are pupil needs which claim the attention of the counselor. Again, as in the case of many other individual adjustment needs, the counselor must have information. Always the need is for specific facts about the pupil which serve to establish the individual as a person with unique aptitudes, interests, attitudes, and problems. Without these data, the counselor can be of little or no assistance to the individual.[6]

Potential Drop-Outs Should Be Identified

The guidance worker has a responsibility for contributing to retention of the maximum number of pupils of school age. When one considers that of each 1,000 pupils who enter the first grade only 787 are still in school nine years later, and that of this number only 523 graduate from high school, the school's inadequate holding power becomes impressive.[7] The guidance worker needs to gather information about pupils which will aid in identifying potential drop-outs. Dis-

[6] Williamson, E. G., *Counseling Adolescents*. New York: McGraw-Hill Book Company, Inc., 1950. Chapter 7, "Applying Analytical Techniques to Students' Adjustments."

Traxler, Arthur E., *Techniques of Guidance*. New York: Harper and Brothers, 1945. Chapter XVII, "Guidance in the Adjustment of Individuals."

[7] These statistics are for Michigan. Department of Public Instruction, 1949.

satisfaction with the school program and economic conditions are among the reasons frequently given by pupils for leaving school. Evidences of dissatisfaction with school may frequently be found in excessive absences, unsatisfactory school marks, home conditions contributing to feelings of insecurity, failure to participate happily in school activities, and other information which suggests that the pupil has not properly adjusted to school life. The counselor may sometimes prevent drop-outs through interviews with pupils who are planning to leave school. On the other hand, not all pupils reveal their intention prior to dropping out, and the counselor learns of it too late for an exit interview. The primary value of the counseling service in this connection lies in learning about pupils to the extent that potential drop-outs may be identified. Frequently a change in the pupil's schedule, subjects, or assisting him to obtain a part-time job to relieve financial stress will prevent his leaving school. Fortunately the pupil most likely to leave school often gives some evidence of lagging interest through low marks, frequent absences, or in some other way. The responsibility for identifying potential drop-outs belongs to all staff members, but the counselor should be especially aware of the symptoms which point to potential school-leavers.

Learning Problems Should Be Identified

Learning problems are common to many pupils in a variety of forms. The elementary school guidance worker and teacher are constantly discovering and attempting to remedy problems of learning, especially in the fundamental skills. Reading and computational deficiencies found in secondary pupils frequently have persisted from earlier in the pupil's school experience. They are not always evidenced by unsatisfactory marks. The pupil may be underachieving and yet his marks may appear to be satisfactory. In such cases the pupil might be achieving at an average level when his capacity for achievement is actually superior. The guidance worker needs to know the potential level of achievement for each pupil and periodic comparisons should be made between capacity and achievement in doubtful cases. Diagnostic tests will often reveal the nature of deficiencies found in such basic skills as reading. The counselor needs to accumulate evidence of

such deficiencies to aid the principal and staff in improving instruction. Another function of the data-gathering service should be to acquaint pupils with their learning handicaps and assist them to obtain corrective treatment. Though these handicaps should be discovered and correction attempted in the elementary school, the secondary-school guidance worker should accept responsibility for discovering and calling attention to pupils who reach that level with persistent deficiencies. It is a function of the guidance program to assist in providing optimum learning conditions for each pupil in accordance with his needs, aptitudes and interests.[8]

Individual Interests and Aptitudes Should Be Respected

The task of assisting each individual to utilize fully the developmental opportunities open to him requires that the guidance worker be on the alert for special aptitudes and interests. The experienced counselor is frequently able to detect a general direction or pattern of interests and aptitudes through analysis of pupil data. He studies carefully the data about an individual which offer recurring evidence of a particular ability or interest. Learning becomes meaningful when the learner seeks knowledge or skills for a particular purpose, and interest is an essential element of purpose.

It is axiomatic that interests and abilities are not necessarily coordinate, that pronounced interest in a particular activity does not assure equal ability, nor even any appreciable ability, in it; neither does ability necessarily indicate accompanying interest. The task of the counselor lies in discovering interests and aptitudes and then determining whether or not significant relationships exist. Or in another instance, the counselor may discover a particular interest or aptitude and then seek its related counterpart. An important function of the counselor lies in employing the tools and techniques of his profession in locating and analyzing attributes which have signifi-

[8] Averill, Lawrence A., The Psychology of the Elementary-School Child. New York: Longmans, Green and Company, 1949. Chapters 10 and 11.

Hamrin, S. A., and Blanche B. Paulson, Counseling Adolescents. Chicago: Science Research Associates, 1950. Pp. 270–74.

Olson, Willard C., Child Development. Boston: D. C. Heath and Company, 1949. Pp. 334–338.

cance for the individual, and assisting him to employ them to best advantage. The existence of strong interests without accompanying abilities sometimes presents a difficult situation for the pupil. On the contrary, discovered abilities may frequently lead to a voluntary shift of interests in line with known abilities. The counselor is concerned with the conservation of human resources, a function which demands that he aid pupils to reconcile interests with abilities to the end that realizable choices will result.

Health Is Important

The physical and mental health of the pupil may often be a determining factor in choices, plans, and adjustments which he must make. The counselor needs to gather and interpret information about the health of pupils whom he serves. General physical health and physical handicaps may be determining factors in assisting a pupil to select school subjects, make post-high-school plans, choose an occupational area, or plan other aspects of his present and future.

Mental health has received increasing emphasis in recent years. The elementary teacher has a special responsibility for identifying and correcting causes of unsatisfactory mental health in elementary pupils. The impact upon the child when he enters school sometimes leads to adjustment difficulties. Undesirable methods of adjustment at this point sometimes persist to create general mental ill-health in pupils. The counselor needs a record of these early years if he is to gain proper understanding of the pupil's pattern of growth and development.[9]

"Listening" Requires Knowledge of the Pupil

The counselor is frequently called upon to listen while the pupil "lets off steam." He can perform this function more effectively if he has assimilated pertinent facts about the pupil. Quite often pupils

[8] Davis, Frank G., and Pearle S. Norris, *Guidance Handbook for Teachers.* New York: McGraw-Hill Book Company, Inc., 1949. Chapter 3, "Guidance and Health."

Williamson, E. G., *How to Counsel Students.* New York: McGraw-Hill Book Company, Inc., 1939. Chapter XXVI, "Problems of Health and Physical Disabilities."

come to the counselor to discuss a problem and are unable to bring themselves to mention the real purpose of the visit. The counselor who is familiar with the pupil's background and with pertinent facts relating to his daily life in the home, school, and community may help to bring out the real problem. In many instances, experienced counselors can anticipate the pupil's problem upon careful study of his inventory. Having information about him at hand enables the counselor to create an appropriate time and opportunity for the pupil to introduce the real problem. Even though the pupil may reject the opportunity for release, the counselor has the advantage of injecting the pupil's interests and activities into the interview, thus facilitating rapport. The ability to show evidence of knowledge of the pupil's interests and activities contributes to the pupil's confidence in the counselor, and makes the invitation to return for later discussions easier for the pupil to accept. The counselor who systematically gathers, assembles, and interprets personal information about counselees avoids the inconvenience and embarrassment of being an unintelligent listener. .

A Wide Range of Systematic Information Needed

The reader will doubtless have concluded that the individual inventory service of the guidance program should gather a wide range of information about pupils. The extent and nature of the information needed will be discussed later in this chapter. It should be pointed out that an important consideration in developing pupil inventories is that a systematic plan be established for collecting pertinent information. If anecdotal records are to be included, a plan for their preparation and filing should be developed. Autobiographies should follow a general outline and should be prepared by all pupils. A similar schematic arrangement should be provided for assembling all items of pupil information which are to be included as a regular part of the inventory. Failure to reduce the data-gathering task to a definite plan will result in haphazard practices which work against the probability of getting adequate pupil information. The counselor who must guess at the items of information in any pupil's personal file is greatly handicapped in the counseling process. There is no one

list of data items which the inventory should contain. Experience is the most valuable factor in developing a core of information in any given school. It goes without saying that special information will be needed in individual cases, and that a specific do-it-now or do-it-then plan for every desirable item of information cannot be established. It is true, however, that certain basic information such as school marks, family data, health records, and similar data may be gathered with profit in accordance with some suitable plan.

KINDS OF INFORMATION NEEDED

The items of pupil data suggested here are not all provided for on most personnel record forms. The concept of the individual inventory, which includes items of information collected through use of anecdotal record, autobiographical, and other similar techniques, is expressed in this discussion of the nature and purposes of information about pupils. While only a partial list of the data described will be needed for most pupils, much of it will be desired for some pupils.[10]

Personal and Family Data

These data serve to identify the pupil as an individual and as a member of his family group. They also describe certain pertinent aspects of the home and the family which will aid in better understanding the pupil.

[10] For further information about the kinds of information needed for guidance purposes see also:

Chisholm, Leslie L., *Guiding Youth in the Secondary School*. New York: American Book Company, 1945. Chapter XII.

Erickson, C. E., *Practical Handbook for Counselors*. New York: the Ronald Press Company, 1949. Chapter 2.

Erickson, C. E., and Glenn E. Smith, *Organization and Administration of Guidance Services*. New York: McGraw-Hill Book Company, Inc., 1947. Pp. 70–79.

Harden, Edgar L., *How to Organize Your Guidance Program*. Chicago: Science Research Associates, 1950. (70 pages.) Chapter 5.

Reed, Anna Y., *Guidance and Personnel Services in Education*. Ithaca: Cornell University Press, 1944. Chapters IX, X, and XI.

Warters, Jane, *High School Personnel Work Today*. New York: McGraw-Hill Book Company, Inc., 1946. Chapter V.

NAME

The pupil's full name should be recorded. Special care should be taken to set down full middle name and "nicknames," especially if the pupil has a common surname which might lead to faulty identification. Schools frequently receive requests from employers or other sources for information concerning former pupils. Records should contain details about each individual which will assure proper identification after the pupil has left school. A small photograph of each pupil attached to the cumulative card will serve to aid in identification.

SEX

Each pupil should be identified on the record as male or female. Similarity of such given names as Marion and Marian, or Francis and Frances, may lead to confusion if sex is not indicated.

BIRTHPLACE

List the place of birth of the pupil, including state, county, city, or country of birth. Pronounced ethnical characteristics may account for certain habits, attitudes, or mores of the pupil, and the place of birth frequently provides helpful clues.

DATE OF BIRTH

School records are becoming increasingly important as official documents for establishing age, citizenship, or other legal status. Frequently the school is called upon for proof of age by present and former pupils desiring to obtain work permits, social security benefits, passports, or birth certificates. The school should require documentary proof of birth date in order that this information will be available.

NUMBER OF CHILDREN IN FAMILY

It may often be helpful in counseling to have information concerning the number of children and the chronological position of each in the family group. Size of family when considered along with

such other data as occupational status of the family head, character of the home neighborhood, family health history and other socioeconomic information will sometimes be helpful to the counselor. Educational and vocational planning are often influenced by the economic status of the family. Facilities for home study, time for recreational and hobby pursuits, and need for part-time employment may be suggested by a combination of data relating to family size and socioeconomic status.

CHURCH INTERESTS

Knowledge of the church interests of the pupil is helpful in some instances. Individual habits, attitudes, and religious customs often stem from church dogma. The observance of certain religious holidays, disapproval of music in school assemblies where scripture is read, considering social dancing as sinful, and aversion to certain types of clothing are examples of pupil behavior dictated by certain religious customs and teachings. The counselor needs to identify and acquaint staff members with causes of behavior and attitudes known to derive from religious beliefs. The right of the individual to follow the dictates of his religion is inviolable and he should neither be denied that right nor be embarrassed by it.

ECONOMIC STATUS OF THE FAMILY

As previously stated, the socioeconomic status of the family may bear upon the opportunities and plans of the pupil. An adequate inventory for each pupil will provide sufficient data for appraising family status. This item is sometimes recorded on a four-point scale ranging from poor to excellent, or it may be in narrative form. Omission of these data cannot be justified on the ground that the counselor or teachers are acquainted with the home conditions of pupils. Counselors and teachers leave no account of unrecorded data for their successors.

NAMES OF PARENTS

This information is solely for the purpose of identifying the pupil with his family. Counselors, administrators, and teachers will find this

information indispensable in communicating with parents as the need arises.

HOME ADDRESS

This information should be checked periodically so that the home address of the pupil will be correctly recorded. Progress reports, requests for conferences, and invitations to school affairs suggest some of the occasions which require use of the pupil's home address. Provision should be made for recording several addresses so that a cumulative record of this information may be kept. A succession of addresses may indicate changes in socioeconomic status, parental instability, inability of the family to live successfully with neighbors, or other conditions significant to the counselor. Reasons for an excessive number of address changes should be determined whenever possible.

PARENTS' BIRTHPLACE

The value of this information is essentially the same as is the case of similar data concerning the pupil. The parents' birthplace may often account for ethnical characteristics of the family. The parents may cling to certain customs and attitudes of their native country with such vigor as to make them appear in the pupils.

NATIONAL DESCENT

This information is usually significant only when considered together with other family background data related to religious beliefs, birthplace, and language spoken in the home.

LANGUAGE SPOKEN IN THE HOME

Aside from obvious ethnical considerations, a knowledge of the language spoken in the home may have significance for the counselor and teacher. Speaking and reading difficulties sometimes result from insufficient use of written and spoken English in the home. Since the pupil spends a relatively small part of his time in school, the language spoken in the home is likely to become his chief medium of thought if not communication. Counselors and teachers should recognize the possibility that deficiencies in the use of written and spoken English

in such cases may usually be overcome through a planned program of intensified training and practice in language usage for the pupil.

EDUCATIONAL STATUS OF PARENTS

The amount of formal education of parents, though not an absolute criterion, often appears as a determining factor in the educational ambitions of children. A number of factors enter into this influence. College-trained parents are likely to take it for granted that their children will go to college. The social and economic standards of college-trained parents are, in general, likely to encourage their children to consider college training as essential to a satisfactory level of formal education. This is not to say that the children of non-college-trained parents should be regarded as unlikely to plan for college, or that they will be less successful as college students. The counselor should consider each individual in the light of his aptitudes, interests, resources, and resourcefulness when considering next-step plans. He needs, however, to be familiar with the aspects of family background which may enter into determination of the individual's plans for the future. He should recognize the significance of valid generalizations without applying them carte blanche to individuals.

MARITAL STATUS OF PARENTS

The counselor will sometimes find information concerning marital status helpful in understanding pupils. The inventory should provide for recording the presence or absence of one or both parents in the home, whether the pupil lives with his parents, with a guardian, or with persons other than his own parents. Lack of proper home adjustments may stem from one of the foregoing conditions or others of similar character. Maladjustment to school may have its origin in a home situation which may often be suggested to the counselor by a knowledge of the conditions surrounding the home. This is especially true if blood relationships in the home are of a heterogeneous nature.

Scholastic Data

Though cumulative record forms usually provide for a wide range of pupil data, many schools collect little information in addition to

marks, standardized test results, and a few other scattered items. The practice of using the folder or packet type of cumulative record as a receptacle for information not adapted to recording in limited space is a relatively recent one. Information concerning nonscholastic activities and achievements is becoming increasingly recognized as essential to appropriate understanding of the individual. Data which can be classified as educational in character are much more comprehensive than school marks, as will be seen in this discussion.

SCHOOL MARKS

Counselors, teachers, administrators, and other staff members recognize the need for recording the pupils' scholastic achievements from the time of school entry. Traditional requirements that a given number of credits be earned for progress from grade to grade, for graduation, and, in most cases, for college entrance have tended to emphasize this aspect of pupil records. In an increasing number of schools the tendency to consider scholastic achievement the single or major measure of pupil growth is disappearing. Other factors involved in the total educational experience of pupils are slowly being accorded their rightful place in the evaluation of pupil growth and educational progress. This is, indeed, a fortunate trend.

An important consideration with respect to school marks is that of continuity. The pupil's record of school marks should be considered as a whole, beginning with the time of school entrance. Consistency of scholastic achievement, or lack of it, may be determined only by a study of the entire range of the individual's marks of achievement. Thus the pupil's complete cumulative record should accompany him from grade to grade and from school to school. This principle applies, of course, to all data included in the pupil inventory, since scholastic achievement represents only a single aspect of pupil experience.

Health Data

The absence of adequate health information about pupils is common in many schools. The difficulty of keeping this aspect of personnel records stems from parental responsibility for the health care of pupils. Periodic general physical examinations, tests of sight and hear-

ing, and adequate programs of immunization are not carried out regularly in many schools. Reports from school and family health agencies, anecdotes from teachers, reports from physical education instructors, and results of sight and hearing tests should be a regular part of the health-data-gathering plan in the school. Defective hearing and eyesight are common contributing factors in pupil failures. The saying that "back seats are reserved for the blind and deaf" has a disconcerting degree of truth in it in many classrooms. Only through adequate health services and systematic recording of health information can the school aid pupils to compensate for health factors which create barriers to satisfactory adjustment and achievement.

The importance of mental health has become increasingly recognized in recent years. Despite the fact that the mental hygiene movement provides a major impetus toward the development of more effective guidance services, the recording and interpretation of mental health data have progressed slowly. Experienced counselors would agree that many more individual problems stem from mental ill-health than from lack of physical well-being. The former, though more easily recognized, is often only a symptom of the latter. The prevalence and nature of psychosomatic disturbances in the modern world suggest the need for improved skill in observing, recognizing, recording, and interpretation in this area. In-service and pre-service training should stress the significance of mental health in pupil adjustment. The need for attention to this important aspect of understanding pupils emphasizes the need for utilizing community services interested in the general area of mental health.

Other Schools Attended

The satisfactory adjustment of pupils to the school is influenced by a number of different factors. Pupils who have attended several schools may react to change by loss of interest in school. Pupils who attend two or more schools in a single year may find themselves unable to make adjustments to a succession of new schools rapidly enough to develop a sense of continuity and belonging. Since counselors are concerned with discovering causes for pupil maladjustments, inventories should provide information concerning previous schools

attended. These data should be so recorded as to provide a clear picture of the length of time spent in each school, reasons for withdrawal, and a cumulative account of the marks and activities of the pupil. Since each individual is a product of his past experiences, the transfer pupil should be of particular concern to counselors, teachers, and administrators. Every effort should be made to obtain information about the pupil from previous schools, recognizing that he may be the product of experiences conducive to unsatisfactory adjustment to school and community.

Test Data

The school is the sole source of test data concerning most pupils. The suggestions earlier in this chapter concerning the need for systematic collection of pupil data should be kept in mind. Random test data are seldom adequate for supplementing other information about pupils. The place which test data occupy in the better understanding of pupils and the need for intelligent use and interpretation of test results are worthy of emphasis.

Testing is one of the more important devices to help the individual in solving his problems. It is quite possible that the availability of increasing numbers of tests has contributed to the guidance bandwagon's speed. The job of making tests has gone ahead faster than the job of training people to use and understand them, but it must be remembered that tests are a means to an important end, not an end in themselves.

When you work with a student, you draw on many sources of information about him. You study his grades and talk with his teachers. You look at his health records and his extra-school activities. Often you talk to his parents and others who know what he is like when away from school. Finally, you talk to the student, and with all the skill you possess, try to get him to talk to you.

Somewhere in the total process, test scores can be useful items of information, and that is why counselors turn to tests so hopefully as a solution to the problems of the individual student. Yet tests are really only tools for the skilled worker in human relations; they cannot help alone or in themselves, but only in relation to all other information obtainable.

What is more, tests are tools which can be harmful as well as useful in their application to the student, depending upon the person who uses or interprets the tests. Like another tool, the hammer, the test is an effective

instrument for craftsmanship in the proper hands, but in other hands it may play a part in the most wanton destruction.[11]

Darley's discussion of tests emphasizes the need for using only those tests which staff members are qualified to administer and interpret. It is equally important that test results be regarded only as one of the sources of pertinent information about pupils.

Developing a Testing Plan

The tests to be included in a system-wide testing plan cannot be prescribed in blanket fashion. Each school will need to select tests in accordance with such conditioning factors as funds available for purchasing tests, staff time and facilities for administering and scoring, skill of staff members for interpreting test results, and the kinds of test data needed about pupils. However, the observance of a few simple principles will contribute to the effectiveness and economy of the testing plan.

1. Tests should be selected on the basis of valid criteria.

2. The testing plan should be coordinated throughout the school system to avoid duplication, to provide comparable results, and to obtain the most comprehensive coverage possible.

3. Groups tests should be used whenever applicable for reasons of economy.

4. Tests should be used to supplement other pupil data.

5. Obtain enough measures in each area and about each pupil to provide a reasonable degree of reliability.

6. Provide for tests of special aptitudes, abilities, and interests to meet the needs of individuals.

7. Plan the testing program cooperatively with all grades or levels represented.

8. Keep the testing plan within the limits of staff time and professional skill in interpreting and using the results.[12]

[11] Darley, John G., *Testing and Counseling in the High School Guidance Program*, pp. 20–21. Chicago: Copyright 1943 by Science Research Associates, and used by their permission.

[12] For a comprehensive treatment of tests in the guidance program see Clifford P. Froehlich and Arthur L. Benson, *Guidance Testing*. Chicago: Science Research Associates, 1947.

SCHOLASTIC APTITUDE TESTS

Tests of scholastic aptitude measure capacity for symbolized thinking, which includes the ability to learn through the medium of the printed word. The purpose of determining scholastic aptitude is to predict probable success in school. Though this capacity may be predicted with reasonable accuracy, the degree to which the individual will achieve in relation to capacity can best be predicted through knowledge of his past achievement in school. The value of measuring scholastic aptitude lies in discovering capacity and making comparisons with actual performance. The generalization that the "best prediction of future scholastic achievement is the pupil's past record" need not always be true if the counselor knows that a discrepancy exists between capacity and achievement. Motivating and assisting pupils to narrow the gap between capacity and level of accomplishment is a responsibility of the school. In this connection the counselor may play an important role.

ACHIEVEMENT TESTS

Achievement tests which measure the pupil's fund of information in a given area are valid in proportion to the degree to which they parallel the subject-matter taught in the school. Froehlich and Benson point out the following:

Since the acquisition of information is one of the objectives of nearly all school subjects, it is only natural that most achievement tests attempt to measure how much of this information each pupil has learned. Tests which are largely informational in character must be carefully checked. They are valid measures of achievement only to the extent that the contents of the tests are an adequate sampling of all the information pupils have had an opportunity to learn. Many of the skills learned in school can be readily tested with pencil-and-paper group tests. Knowledge of a pupil's achievement in some of the fundamental skills of studying, reading, and arithmetic may be very useful in guiding him into, away from, or through courses in which a high level of proficiency in the skills is required.[13]

The task of selecting appropriate achievement tests is a difficult one. Many tests of this type are available. Teachers in a given subject-

13 *Ibid.*, p. 29. Copyright 1947 by Science Research Associates, and used by their permission.

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The task of selecting appropriate achievement tests is a difficult one. Many tests of this type are available. Teachers in a given subject-

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matter area present a wide variety of viewpoints, materials, and emphases, even in the same school. For this reason it will usually be helpful to have the judgments of teachers as to which achievement tests most closely follow their subject content. Standardized achievement test appropriately geared to the subject content provide a measure of achievement relatively free from the subjective or irrelevant factors which sometimes enter into teachers' marks. The important consideration is that the tests selected be valid for the subjects which they cover.

INTEREST INVENTORIES

The reliability coefficients of some interest inventories, as well as some studies reported, suggest that measured vocational interests are more reliable than are claimed interests. Though these inventories are designed primarily to measure interests having vocational significance, the relationship between vocational planning and high-school subjects are of such nature as to make the results valuable to counselors and teachers in aiding pupils to plan study programs.

Measured interests as isolated data should be used with caution. Counselors should consider the results of interest inventories as most helpful in confirming other evidence relating to pupil interests. In the absence of other data to aid in the interpretation of interest inventories, the counselor should accept the latter as providing clues for assisting the pupil further to explore his interests. It is important that the counselor bear in mind the instability of many of the interests of pupils, particularly in the period prior to the upper grades of the secondary school. This characteristic of interests suggests the need for interest samples at several different intervals during the junior and senior high-school years. The reliability of interests becomes increasingly acceptable as they assume a reasonable degree of stability, and as confirming evidence pyramids from other sources in the pupil's inventory.

ADJUSTMENT INVENTORIES

Inventories of adjustment, or personality, vary from simply constructed and easily administered pencil-and-paper types to those

involving projective techniques. These latter tests will not be discussed because of the extensive training and experience required for skill interpretation. Most schools do not have staff members qualified to administer and score such tests. Schools fortunate in having referral sources capable of employing instruments of this kind need have no one with more than a general knowledge of their uses.

Pencil-and-paper personality inventories are instruments for indirect measurement of personal and social adjustment. The nature of the items frequently works against a true measure of personality traits. Some of the items are likely to be considered quite personal by the pupil. Again, the conscientious pupil may find it difficult to make an unqualified response to many of the items. On the other hand, the counselor or teacher who has well-established rapport with the pupil may obtain valuable clues to emotional, social, or other problems affecting individual adjustment. As in the case of interest inventories, the results of adjustment inventories become increasingly significant as confirming evidence from other sources multiplies. Generally, adjustment inventories should not be administered indiscriminately to all pupils in the manner common to scholastic aptitude tests. They are diagnostic in character and should be administered and interpreted with caution, especially in the absence of other confirming evidence which tends to substantiate their results.

SPECIAL APTITUDE TESTS

Aptitude is a condition, a quality, or a set of qualities in an individual which is indicative of the probable extent to which he will be able to acquire, under suitable training, some knowledge, skill, or composite of knowledge and skill, such as ability to contribute to art or music, mechanical ability, mathematical ability, or ability to speak and read a foreign language. Aptitude is a present condition which is indicative of an individual's potentialities for the future.[14]

Aptitudes are not wholly innate in character but may be influenced by training. A pupil who scores high on most mechanical aptitude tests reveals the ability to perform mechanical tasks, and the fact that the score earned is partially the result of experience is unimportant.

[14] Traxler, Arthur E., *Techniques of Guidance*, p. 42. New York: Copyright 1945 by Harper and Brothers, and used by their permission.

The very fact that the individual has profited from this past experience is primary evidence of mechanical aptitude. So the counselor should not be concerned with attempting to separate innate and experiential influences which enter into tests of special aptitudes.

Counselors sometimes fall into errors of interpretations with respect to special aptitudes. First, it is sometimes assumed that pupils who have low scholastic aptitude are certain to have compensating special aptitudes in mechanical or manipulative areas. This fallacy leads to the placement of pupils who fail in academic subjects in vocational courses. This practice is based upon the assumption that scholastic ineptitude implies ability to successfully "work with the hands." While certain special aptitudes have been shown to be not highly related to general scholastic aptitude, one cannot safely resort to generalizations in this connection in dealing with individuals. Special aptitude tests are designed to provide a means for discovering a wide range of aptitudes for pupils who have general scholastic ability as well as for those who do not.

A second fallacy is the assumption that the existence of a special aptitude is evidence that the individual has an interest in exploiting that aptitude. Though aptitude and interest tests are, in a sense, complementary instruments, the order of use should be reversed. Once a significant interest has been established, tests may be used to determine whether the individual has corresponding aptitudes. Frequently pupils may be aided to develop interests consonant with their aptitudes. The information service of the guidance program should be prepared to make available to pupils facts about jobs which require one degree or another of the aptitudes which they possess. Failure of many individuals to capitalize their special aptitudes stems from ignorance of how to exploit them. Appropriate use of interest and aptitude tests, followed by pupil exploration through try-out experiences and perusal of prepared materials, will contribute to the educational, occupational, and personal adjustment of many pupils.

Extra-class Experiences

The significance of the extra-class activities in school and community has become increasingly recognized in recent years. Counselors

and principals frequently report that employers are showing increasing interest in this information. The experiences provided through these activities in learning to get along with others, their value as indicators of vital and spontaneous interests, and the opportunities provided for developing leadership qualities attest to their worth in the school program. It is generally true that pupils who participate in cocurricular activities are likely to earn better marks than are non-participants. The socializing influence of the school represents one of its tangible contributions to pupils, and the cocurricular program makes an important contribution to this aspect of pupil development and adjustment.

Personnel records should contain cumulative information with respect to the participation of pupils in extra-class activities, their nature, evidences of leadership as indicated by offices held, projects initiated, contributions to group achievements, and other details which point to effective participation in the activity. This aspect of personnel records should be maintained as carefully as are scholastic data. These two categories of data when considered together tend to reveal the pupil's participation in the total community school program.

Data Concerning Plans and Interests

The record of a pupil's educational, vocational, and personal plans and interests becomes increasingly valuable to counselors and teachers as the span of time it covers increases. A record of the vocational plans of pupils provides a source of information helpful to the librarian in selecting occupational materials. Likewise, information concerning the colleges, universities, and trade and business schools in which pupils are interested aids in building an adequate file of catalogs and bulletins from educational and training institutions. The individual inventory should provide for recording year-by-year interests and hobbies of the pupil, special talents he may have, and honors, awards, or other special recognition. Obtaining these data may often best be accomplished through personal information blanks filled out by the pupil, supplemented by contributions from teachers, parents, pupils, and community sources.

Data About Work Experiences

The values inherent in work experience as an educational activity are now generally recognized. Schools in many sections of the country grant credit for part-time work experience, which is often supervised by a staff member. The work experiences of pupils may provide clues for counselors with respect to vocational interests in addition to their exploratory value to pupils. Supervised work experience which includes periodic ratings by employers reveals work attitudes and habits, desirable and undesirable personality traits, ability to work with others, reliability, promptness, and specific activities in which the pupil shows marked interest. This information aids the counselor in assisting pupils to make plans, choices, and adjustments in school and out.

Follow-up Data

The results of follow-up studies and other contacts with former pupils should be kept in the inventory. These data may often be helpful in assisting former pupils through counseling to make necessary adjustments to employment or the next school. In addition, follow-up data often suggest needed modifications of the curriculum and the guidance program. Chapter 10 presents a detailed account of the objectives and procedures of the follow-up service.

Anecdotal Data

The nature of anecdotal records as accounts of significant pupil behavior makes them of great value to counselors. Schools employing the anecdotal method should give some attention to preparing teachers to observe and report significant behavior. A standard anecdotal form to be used by all teachers may be helpful to staff members in the preparation and use of anecdotal data. The form should be simple and should have some peculiar characteristic (size, shape, color, etc.) by which it may be easily located in the pupil's inventory.

The counselor will find it worth-while to summarize the anecdotal reports of pupils whose inventories contain a number of such reports. The purpose of anecdotal records is to record behavior which tends to characterize a pupil as having certain significant personality traits or

behavior patterns. In many cases a summary will indicate significant behavior patterns not observed in a casual reading of separate anecdotes.

Autobiographical Data

Autobiographies frequently contribute materially to a better understanding of the pupil. Counselors sometimes enlist the cooperation of English teachers in obtaining the autobiographies of pupils. Usually it will be found that providing a general outline as a guide in preparing the autobiography adds to its value. Otherwise the pupil may devote excessive attention to minor details and fail to cover more significant experiences. Two or more such documents prepared at different times will be more valuable in many cases than a single effort. The outline will do well to encourage the inclusion of information about home and work experiences, friends, social activities, and other information which serves to reveal the individual's significant experiences, interests, and attitudes.

Data About Community Experiences

The pupil's participation in community activities may be as significant to the counselor and teacher as are his school experiences. These data are less frequently included in the individual inventory than are school experiences because the pupil usually does not come under the observation of counselor and teachers except during school hours. The difficulties involved in obtaining information about the pupil's outside interests and activities can usually be minimized through use of pupil questionnaires. Contacts with parents and community agencies and organizations frequently yield unsolicited information about the pupil. Adequate family data included in the inventory frequently suggest sources in the community from which information may be obtained. Family welfare agencies have detailed histories of families with whom they have had contacts. Health clinics, especially those under public control, may have health information about some pupils in whom the counselor is interested. Organizations interested in character-building, recreation, juvenile protection, and religious activities and education may provide information for which the school has

need. The counselor should accept responsibility for establishing working relationships with child and family welfare agencies in the community. Each agency and organization which deals with pupils or parents is a potential source of information which the school may sometime need.

CHARACTERISTICS OF THE INDIVIDUAL INVENTORY

Since pupil inventories are not identical in form or content in all schools, there is need for guideposts to help in determining the nature of the inventory in any school. It should be emphasized that the individual inventory is not identical with the cumulative record. The latter is usually a card or folder which provides spaces for entering data about pupils. Obviously there are many items of information about pupils which do not lend themselves to recording on a cumulative card. It is this overflow which gives rise to the term "individual inventory." Though the inventory is also cumulative, it is more comprehensive than the cumulative record. The inventory may include many or all of the items of information discussed in the preceding pages, including correspondence with parents, samples of the pupil's school work, test booklets, and a variety of other relatively bulky papers. The trend in recent years toward folder-type cumulative record cards has been encouraged by recognition of the need for gathering information about pupils in excess of that which can be recorded in a limited space. Counselors have learned that many items of information needed in counseling with pupils cannot be recorded on a cumulative card. Hence the development of the concept of an inventory which includes the cumulative card and all other items of pertinent information gathered concerning the pupil.

Inventory Forms Should Be Uniform

Within a given school system confusion and unnecessary effort may be avoided if forms for recording data are reasonably uniform. There is usually little reason for using a cumulative record form in the

elementary school which is dissimilar to the one used in the higher schools. Neither is there good reason for using different forms in the school system at the same grade level. On the contrary, there is much to be gained from uniformity of personnel records throughout the school system.

A record of individual achievements, traits, and experiences becomes valuable in direct ratio to the span of time which it covers. Consequently, information recorded in the elementary school should accompany the pupil to the next school. The counselor's familiarity with the record form will enable him to use the information passed on with greater effectiveness in aiding the pupil to satisfy his interests and needs.

The Inventory Should Be a Case History

The content of the pupil's inventory should provide a complete account of his background, aptitudes, interests, activities, and plans relating to the present and the future. The personal data collected should include items of information which may be summarized into a complete case history of the pupil. A major purpose of the individual inventory is to reveal the growth of the pupil and, conversely, the facets of his development which need special attention. An inventory carefully planned and maintained will be helpful to counselors and teachers in assisting the pupil with problems of an educational, vocational, or personal nature. An important function of the inventory is that of enabling the counselor to anticipate the problems and needs of the pupil before they become serious. A persistent record of low marks, frequent absence from school, evidences of lack of interest in school work, parental apathy about the pupil's progress in school, and other information which indicates dissatisfaction with school constitute a pattern of data familiar to counselors. Studies which reveal that a large percentage of drop-outs fall into a characteristic pattern indicating lack of interest in or dissatisfaction with school suggest that the pupil whose record fits this pattern may drop out of school. The alert counselor will attempt to identify potential school-leavers and in some way capture their interests. To do this may involve changing the

pupil's schedule, assisting him to obtain part-time employment in line with vocational or hobby interests, or any one of several other courses of action. The preventive action and its effectiveness will depend to a large degree upon the adequacy of the information contained in the pupil's inventory.

Each Inventory Item Should Be Selected

The supply of data which might be collected concerning pupils is virtually inexhaustible. It should be kept in mind that the quality of the data collected may bear little or no relation to volume. Each item to be included should be subjected to careful scrutiny before adding it to the inventory. The staff needs to plan inventories by categories of information. Erickson and Smith classify essential pupil data as:

1. Background data—information which identifies the individual in terms of previous experiences.
2. Health and physical data—health record from the earliest date obtainable; indication of general physical characteristics.
3. Psychological data—results of standardized tests of intelligence, achievement, aptitudes, etc.
4. Social environment data—information concerning characteristics of family, neighborhood, and home.
5. Activity and achievement data—information about scholastic achievements and extraclass activities in school and community.
6. Educational and vocational data—plans for education in and beyond high school; vocational interests and plans.[16]

Any classification plan designed to give direction to the collection of pupil information should not be regarded as excluding all data which fall outside of the categories established above. The real test of pupil information lies in its use in better understanding the pupil. Certain questions concerning the data might be applied to each item of information before dropping it into the pupil's folder, such as: How does this information help in better understanding the pupil? In

[16] From *Organization and Administration of Guidance Services* by C. E. Erickson and Glenn E. Smith, p. 276. Copyright 1947. Courtesy of McGraw-Hill Book Company, Inc., New York.

what situations might it be helpful? Is it reliable? Is it meaningful? Is it likely to have long time value? Can its pertinent points be easily summarized? Is it suitable in its present form for filing in the inventory? These questions may be suggestive of others which might be asked concerning each item of pupil data being considered.

The Inventory Should Serve the Pupil

The chief reason for gathering information about the pupil is to aid him in making plans, choices, interpretations, and adjustments. The counselor regards the individual inventory as the pupil's collection of information about himself, with the role of the counselor largely confined to interpretation, when necessary, of its implications. This is not to say that the pupil should be permitted to treat the inventory as a scrapbook compiled for personal use at his own discretion. In fact, some items of information may never be exposed to the scrutiny of the pupil. The counselor sometimes needs certain family and background data which might embarrass the pupil and result in destroying the relationship upon which the counselor's effectiveness depends. Such data probably would not serve to promote better self-understanding on the part of the pupil, though they would sharpen the counselor's insight with respect to the pupil.

If the data-gathering process is to serve the fundamental interests of the pupil, the content must be influenced by the things which counselors, teachers, employers, and institutions may wish to know about him. That this influence is being felt is indicated by present trends in the expansion of cumulative record forms. Provision for recording the pupil's participation in cocurricular activities, work experiences, community activities, and his educational and vocational plans and interests has been made to satisfy the demand of counselors, teachers, parents, and pupils for information which will aid better understanding of the pupil by himself and by others.

The Inventory Is Not an End in Itself

The need for pupil information for guidance purposes is a basic one. The task of gathering and assembling pertinent data is often

begun as an early step in the development of a guidance program. Counselors and teachers may be expected to experience a feeling of satisfaction as pupil inventories grow in size, often beginning with little or no information except that which is recorded on the cumulative folder. As time goes on, the data-gathering process occupies more and more staff time. Teachers are encouraged to contribute anecdotal records, autobiographies of pupils, and other data relating to individuals. The counselor may suddenly realize that a mass of pupil information is being assembled, but that no use is being made of it. The process of getting ready for a large-scale program of guidance services has become the focal point of the staff's interests and activities. Personnel records have become an end in themselves rather than a means to a more important end.

Situations in which a great deal of attention is devoted to gathering information and little to its use are not uncommon. The staff should devise means for making appropriate use of pupil data prior to developing plans for testing, or for gathering extensive data from other sources. The personal inventory which does not serve the interests of the pupil is of no value.

Institutional Purposes Should Affect the Inventory

The kinds of pupil information collected in the school should be determined by the purposes of the institution. Schools having as a major purpose the preparation of pupils for college entrance usually place more emphasis upon pure academic achievement than do schools interested in trade training and immediate job placement. The latter school should be concerned to a greater extent with work experience and success in part-time jobs related to the training of the individual. The pupil whose interests lie in watchmaking, for example, should be analyzed for hand, wrist, and finger dexterity prior to entering training, while manipulative skills are relatively unimportant for the potential lawyer.

The significance of records revealing past success in academic experiences at the elementary school level is greater for college preparatory pupils than for certain other groups. Scholastic aptitude alone

evidenced in elementary school may offer little indication of probable success or failure of the pupil who later becomes an apprentice in a skilled trade. Consequently, scholastic data included in the elementary school record may be of less significance than are his interests and abilities in areas more comparable to those of the skilled worker. The relationship of past experiences needs to be known to the counselor as they apply to the purposes of the institution and the objectives of the individual. A single-purpose institution, such as a school for training welders, needs to recognize certain special aptitudes and interests, and its personnel records should, therefore, be designed to record data which are pertinent. Its testing program will need to be built around the rather specific objective of predicting probable success in a narrow occupational area. Its techniques for selecting enrollees should be designed to select those individuals who are most likely to succeed in occupations to which welding is basic. In this respect the specialized training agency differs from the general high school. The latter proposes to serve the needs and interests of an unselected group by aiding each pupil to discover and use his own peculiar interests, aptitudes, and abilities and then to plan a program of activities related to those individual attributes. Specialized institutions carry on the dual function of selecting certain pupils, while rejecting others. The comprehensive high school rejects no individual, but aids him to make use of its broad offerings in accordance with his abilities, interests, and needs. Obviously, then, the kinds of information needed in the individual inventory of the pupil will vary in accordance with the purposes of the institution and of the individuals enrolled.

Inventory Data Should Be Reproducible

Since the individual inventory should serve the pupil for as long a time as possible, it should accompany him in his progress from kindergarten on. Each school should retain its original inventory or copies of pertinent items in it. As the pupil moves to the next school by transfer, promotion, or graduation there will be need for reproducing much of the data collected so that it may accompany the pupil. The

task of meeting the need for transfer of data suggests that the inventory should be so constructed as to facilitate its reproduction. This need was recognized during World War II with reference to pupils entering the armed services, and it resulted in the development of the Education-Experience Summary card. This form was used to summarize pertinent data from the inventory so that the pupil might present it to military authorities at the time of his induction into the service. The data included indicated the training, experience, and interests of the individual which would aid in his placement in an appropriate branch of the military services.

This experience with an inventory summary card led to adaptations of it by schools. The Guidance Services Division of the Michigan Department of Public Instruction developed a form for summarizing the pupil's inventory for placement purposes.[16] The personal data frequently requested by employers were transferred to the summary form by the pupil and were certified by the principal. The pupil then presented the form when making application for employment.

Pupils desiring to enter college or other institutions for training beyond high school are usually required to supply a transcript of school credits and other pertinent information. The information desired by these institutions is sufficiently similar to warrant use of a prepared form for summarizing the pupil's inventory. The school's responsibility for aiding the pupil to "put his best foot forward" requires that all pertinent data be forwarded to the institution requesting it. Once the inventory content has been established by broad categories of information, developing a satisfactory form for summarizing pertinent data is not a difficult task. In any event, the effort involved is justified if the summary form meets the need for supplying pupil data to others whose need for it serves the pupil's interests.

The Inventory Should Be Accessible

Building the pupil's inventory requires the time and effort of staff members in gathering and assembling pertinent information. The accumulated data are of no value except as they are used by them.

[16] Michigan Qualifications Record, Department of Public Instruction, Lansing Michigan. Published by Doubleday Brothers and Company, Kalamazoo, Michigan.

The counselor makes use of them in counseling; teachers use them to plan classroom activities in accordance with the interests, abilities, and needs of individual pupils; administrators use them in planning and modifying the curriculum and the guidance program. The process of accumulating the data, as well as their use, is a responsibility of the entire staff. The part played by staff members in the development and use of the inventory suggests that personnel files be accessible to the staff. The process of building the inventory will be greatly facilitated if staff members are free to add items of information to the pupil's folder with a minimum of effort.

There is no one location in the school for personnel files. Conditions vary from school to school. In arranging the record files, convenience should be the determining factor. The number of different persons using personnel records with some degree of regularity suggests that a central location is desirable. Teachers should not be required to pass through the office of the principal or counselor in order to reach the inventory files. Every effort should be made to attain optimum conditions conducive to staff use of the pupil's inventory.

General Characteristics of an Adequate Inventory

Effective guidance services depend upon adequate knowledge of the individual's they propose to serve. The dynamic nature of the individual should serve as a caution to the counselor and teacher against allowing the pupil's inventory to become a static reservoir rather than a constantly growing pool of information representative of the individual's present as well as his past. A few briefly stated guideposts concerning the individual inventory will serve to summarize this discussion.

1. The record of any trait of an individual over a period of years is more significant than the record of that trait taken at any one point.

2. Estimates of many different traits afford a much more accurate account of the individual's potentialities than does the estimate of a single trait.

3. The individual inventory is as necessary for counselors and teachers as is the patient's health record for his physician.

4. The inventory should originate when the pupil enters school

and should follow him as long as the data contained will serve his interests.

5. Only necessary, accurate, and usable data should be retained in the inventory.

6. Records should be factual rather than statements of opinion.

7. Pupil data included in the inventory should be accessible to all staff members who have need for it.

8. Persons using the pupil's inventory should consider it as belonging to the pupil, its contents as confidential, and its use for professional purposes only.

Some Steps in Planning the Individual Inventory

The process of building pupil inventories should begin with a study of the kinds of information the school has already accumulated about the pupils. Usually the school will have some helpful information on the cumulative card as a beginning. It should be remembered that the individual inventory includes cumulative record data and, in addition, supplementary information not ordinarily adapted to recording on a cumulative card. Once the general character and extent of the data to be gathered have been determined, the process will involve mainly the task of supplementing data already recorded. The following steps, though neither discrete nor chronological as stated here, will be helpful in assembling pupil data into the form of an inventory.

1. Study existing records to ascertain the kinds and extent of pupil information being recorded on the pupil personnel records in the school.

2. Decide on the general categories of information to be included in all or most individual inventories.

3. Evaluate pupil personnel record forms now being used to provide a basis for planning any additional forms needed to obtain and record the desired data.

4. Make a tentative list of sources of the information to be obtained.

5. Indicate the methods to be used in obtaining the data, *i.e.*, ques-

tionnaires, tests, anecdotal forms, case studies, case conferences, interviews with pupils, parents, community agencies, etc.

6. Plan ways to arouse the interest and enlist the cooperation of staff members, pupils, and parents in obtaining pertinent information about pupils.

7. Consider possible physical facilities for locating pupil inventories where they will be available to staff members who desire to add information to the files, or who wish to use the accumulated data.

8. Spread responsibilities among staff members for special activities in gathering pupil data, *i.e.*, administering tests; questionnaires, problem checklists, etc.

DEVELOPING THE INDIVIDUAL INVENTORY: A CASE STUDY

A committee of teachers in one school set for themselves the task of developing a more adequate inventory system as an in-service training project. The group began by raising a number of questions, the answers to which they believed would provide direction in studying the school's system of pupil records. The principal requested that they point out any limitations discovered in the record system and make constructive suggestions for its improvement. The following questions were agreed upon as guideposts to the study:

1. Is the cumulative record form adequate with respect to content, arrangement of items, and type?

2. Are the data likely to be needed for guidance purposes regularly recorded on the form?

3. Do teachers use pupils' records regularly or frequently? If so, for what purposes? If not, why not?

4. How can the record system be improved for guidance purposes?

What the Committee Found

The school was using a folder-type cumulative record form which provided ample space for recording a wide range of information about the pupil from grades one through twelve. In addition to recording

space for information concerning scholastic achievement, the form provided for family data, results of standardized tests, health record, work and cocurricular experiences, and follow-up record. The committee discovered that only scholastic and test data were regularly recorded. In some instances, the cocurricular experiences of pupils were on the record.

To answer the question relating to teacher use of cumulative records, a questionnaire was submitted to teachers. Their responses proved helpful to the committee. The survey revealed that most teachers occasionally used the record of some pupils. In the main, their purpose was to check on the pupils' progress in other classes. Only one of the fourteen high-school teachers reported using information about pupils' marks and activities for the purpose of making lesson and project assignments commensurate with individual capacities and interests. Several regarded the data regularly recorded on the form as inadequate for helping them to know their pupils better. Those who reported having made no use of pupils' records indicated that failure to do so stemmed from lack of time, inaccessibility of the record files, or failure to see any need for the information recorded.

Teacher suggestions for improving the record system for guidance purpose ranged from the proposal that a separate set be placed in each classroom, to one that the record forms be discarded in favor of an eight-by-five cardex record system. The recommendations of the committee for improving the record system were taken largely from other suggestions submitted by teachers.

What the Committee Recommended

After a careful study of the cumulative record and an analysis of teacher suggestions and comments concerning it, the committee recommended that:

1. A definite plan for keeping the cumulative record up to date be adopted by the staff.

2. The staff devote one or more regular staff meetings to a discussion of the need for recording other information for which space was provided on the record form.

3. The staff consider the desirability of adding anecdotal reports, autobiographies, and other types of information to cumulative folders.

4. A definite plan for in-service training be developed by the staff so that the needs of individual teachers would be met.

5. The record files be removed from the principal's private office to the reception area so that staff members might use them at any time.

6. These recommendations be discussed by the entire staff before any steps were taken to carry them out.

All of the committee's recommendations were discussed by the staff with the result that an in-service program was planned for teachers who wished to participate. It was agreed that the recommendations submitted would be further explored during the in-service program.

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THE INFORMATION SERVICE

THE FUNCTION of the information service is to make available to pupils certain kinds of information not ordinarily provided through the instructional program. Fowler describes this function of the guidance program as including

. . . all of the activities in the school involved in securing and making available to pupils information about occupational and educational opportunities and requirements; and about activities, agencies and services in the school and community which the pupil may use to solve his personal problems.[1]

The need in counseling for information about pupils has been mentioned. Many of the problems with which pupils seek assistance from counselors and teachers require that certain information be obtained by the pupil before he can establish tentative solutions. The matter of selecting a college or settling upon an occupational area is a case in point. Assuming that the pupil is acquainted with his own aptitudes and interests, he cannot plan for college or employment until he acquaints himself with the opportunities and requirements relating to the area in which he must make a choice. The function of the information service is to accumulate books, pamphlets, catalogs, current occupational data, films, and other materials which will furnish reliable information to pupils about next-step opportunities. The task of making choices, plans, and adjustments should be regarded as one of matching individual strengths and weaknesses with the requirements and opportunities of the next step. This matching process implies that the pupil has adequate information about himself and about the area or activity in which a choice is to be made. Thus the

[1] Fowler, Fred M., *Guidance Services Handbook.* Salt Lake City: State Department of Public Instruction, 1948. P. 59.

individual inventory service and the information service are concomitant aspects of the guidance program, each contributing its peculiar kind of information to the pupil to assist him in making plans and choices in an intelligent manner.

The Functions of Information

Christensen[2] suggests four major functions of occupational information which are equally applicable to other types of information needed by pupils.

The function of information as a means of acquainting pupils with certain essential facts related to an area of choice or adjustment is described by Christensen as an *instructional function*. This purpose of information may be achieved through groups in many instances. The major goal of orientation is that of instructing pupils in methods of locating and using the information sources of the school and community for the purpose of obtaining facts about jobs, school, personality development, social relationships, how to study effectively, and other similar information needed by them. Counselors and teachers often give information or sources to pupils as an instructional function.

The *instrumental function* of information is that of stimulating pupils to make use of the informational sources about which they have learned through orientation or counseling. The pupil who investigates an occupational area, for example, as a result of having learned about sources of occupational information may conclude that certain phases of it appeal to him more than others. Thus the information explored is instrumental in assisting him to narrow his occupational choice to one or more aspects of a broad occupational area. This instrumental function of the information studied by the pupil would be equally exercised if he were led by its perusal to eliminate an occupational area from further consideration. Certainly the instrumental function has both positive and negative aspects.

The *distributional function* of information is especially evident in

[2] Christensen, Thomas E., "The Functions of Occupational Information in Counseling," *Occupations*, October, 1949. Pp. 12–13.

the occupational world, though it appears in other areas as well. One of the chief reasons for unrealistic occupational choices of high-school pupils stems from lack of knowledge of the opportunities and requirements of the world of work. Both of these are distributional factors. Saturation of one occupational field tends to cause informed persons to seek employment in other fields having a greater number of placement opportunities. Lack of appropriate aptitudes and interests discourages some individuals from planning to enter fields which they had formerly considered. Operation of the distributional function of information is dependent upon thorough study of individuals of the relationships between their respective strengths and weaknesses and the opportunities and requirements present in the area of choice.

The fourth value of information lies in the *therapeutic function.* Christensen illustrates this function by pointing out the following:

> The counselor often has to deal with clients of low ability but high ambitions. In counseling these individuals, he must use occupational information therapeutically in order to assist them in scaling down their ambitions without losing face. Such persons may be asked to secure information about the occupation of their preference and then compare the educational requirements with their school marks and scores on scholastic aptitude tests. The counselor should point alternative occupations which lie within the same field as do the occupations originally selected. Occupational information used in this way fulfills a therapeutic function.[3]

The function of the counselor in aiding the pupil to derive therapeutic value from the information service is one of assisting him to see pertinent relationships between self and the area of choice. In some instances, the counselor must make directive interpretations of these two sets of facts. Hoppock aptly says:

> . . . even the non-directive counselor is not relieved of the responsibility of helping his client to check his insight against the cold hard realities of employment opportunity. Effective vocational guidance requires both insight and foresight, as plenty of disillusioned clients can testify by hindsight.[4]

³ *Ibid.,* p. 13.
⁴ Hoppock, Robert, "A Check List of Facts About Jobs for Use in Vocational Guidance," *The American Psychologist,* September, 1948.

INFORMATION SERVICES IN
SECONDARY SCHOOLS

The need of pupils for information designed to aid them in making appropriate choices, plans, and decisions becomes more acute as they become increasingly self-directive. The process of social, educational, vocational, physical, and emotional maturation tends to open for pupils new vistas of interests and activities. As their activities increase in number and scope, the process of selecting and rejecting courses of action becomes a more varied and complex one. Many decisions which they must make emphasize the need for appropriate information upon which to decide between alternative courses of action. In addition, they need certain information concerning the physical and social settings in which they move. It is a responsibility of the school to provide needed information for pupils directly or through referral to available sources outside the school.

Information About the School

Administrators and teachers in smaller schools sometimes assume that pupils "know all about" the school and thus have no need for planned orientation services. Obviously the large high school poses more problems for pupils, since school size is related to complexity of plant, traditions, administrative regulations, and other similar features. On the contrary, pupils in smaller schools need to be familiarized with those aspects of the institution which are not immediately evident to the casual observer. In most instances, pupils need information before or upon entering the high school about:

1. The plan or layout of the school plant
2. Policies governing school attendance
3. Policies and opportunities relating to part-time jobs
4. The nature and purposes of cocurricular activities
5. History and traditions of the school
6. Community agencies offering services to pupils.

These aspects of the school suggest a few of the minor topics which might be considered in an orientation plan. Others will be treated in some detail below.

Larger schools having pupil handbooks often use them as the basis for orientation units dealing with school regulations, customs, traditions, and related subjects. Smaller schools usually do not employ organized orientation classes to acquaint pupils with the school and its characteristics. It is not unusual for them to commit the error of assuming that induction procedures are unnecessary for incoming pupils. The fact that many pupils enter smaller high schools from outlying rural areas without previous introduction to the school setting suggests the need for orientation services.

Learning to Use the Library

Since many of the informational sources used by pupils are printed materials, the efficacy of the information service depends to a marked degree upon the facility with which pupils use the library. Any orientation plan should result in increased competencies on the part of pupils in library usage. The cataloging, shelving, and indexing of library materials remain something of a mystery to some pupils throughout their high-school experience. Failure of pupils to develop fundamental skills in use of the library has prompted some colleges to introduce courses dealing with the elementary aspects of library usage. Particular attention should be given to acquainting pupils with the use of the card index system, filling out request cards, use of indexes to periodical literature, use of files of unbound informational materials, regulations pertaining to materials, "on reserve," policies concerning the length of time that books may be kept from the library, the importance of returning books promptly, the advantages of using library materials assigned for supplementary reading, and any unusual aspects of the library arrangement or administration. It should be recognized that skill in using library facilities is an important tool of the learner without which he will suffer disadvantages.

One school attempted to meet the needs of pupils for library skills through a "Library Day" during the first week of school. The first period of the day was given over to a lecture-discussion by the teacher-librarian, who explained to the pupils the cataloging and filing plans used. This activity was followed by two periods spent in the library. During this time, each pupil was given several cards bearing the titles

of books or pamphlets which he was asked to locate without assistance. The librarian acted as a resource person to explain pertinent aspects of the library plan to pupils who were unable to find the titles assigned them. At the close of the school year, the librarian reported many fewer requests for assistance in the library from the incoming class than from comparable groups in previous years.

About Courses and Curricula

The secondary school introduces pupils to an intensified responsibility in the selection of courses and curricula. The elementary school finds pupils taking prescribed subjects, in the main, and thus developing little skill in the selection of appropriate courses or curricula. The high-school orientation plan is well adapted to the task of acquainting pupil with courses and curricula available to them and the factors to be considered in selection. Orientation to the school's subject offerings should include information concerning the relation of subjects and curricula to general and specialized college training, as well as to occupational areas which require no training of college grade. Though the process of matching individual aptitudes and interests with the opportunities and requirements of future education and employment must usually be accomplished through counseling with the individual concerned, the orientation plan may profitably include generalized information with respect to this matching process. Once pupils are brought to the realization that significant relationships exist between high-school courses and future educational plans or occupational adjustment, many will seek personalized information which bears upon their needs and interests as unique individuals.

Learning About Self

While the group process alone is inadequate for acquainting pupils with many of the facts they need to know about themselves, certain important emphases may be touched upon which will aid in the process of self-understanding. Each individual needs to recognize the significance of his peculiar aptitudes, interests, attitudes, background, experiences, health, and other characteristics. The orientation plan should aid pupils in gaining an understanding of the nature of their

strengths and weaknesses which have significance for present planning and future adjustment. Such group activities as self-testing, personality ratings, discussions relating to personal and social relationships provide pupils with an opportunity for gaining insights into the nature of self.

Learning About Cocurricular Activities

Growth in the extent of cocurricular activities in high schools has been phenomenal during the last two decades. A casual glance at the list of such activities in many high schools may lead one to the conclusion that the interests of pupils in these activities is virtually unbounded. This extensive growth places a responsibility upon the school to acquaint pupils with the nature and purpose of each such activity. Certainly only those activities which serve the wholesome and developmental interests and needs of pupils should be encouraged to continue. In planning that phase of the orientation program which considers the cocurricular program, pupils should be given an opportunity to consider the probable contribution of each activity to individuals and to the school program. Though the socializing values of spontaneous pupil organizations and activities are generally accepted, some other values may be subject to question.

The orientation plan should aid in presenting to pupils such pertinent information concerning cocurricular activities as school time available for participation in them, time and place of their regular meetings, honor points or credit given for participation, and other general information. In addition, some specific information concerning each activity should be considered such as:

1. The nature and purposes of each activity
2. Projects illustrative of the groups' activities
3. Methods of securing membership
4. Methods of selecting members
5. Eligibility requirements for membership
6. Individual aptitudes and interests appropriate to the activities of the particular group
7. General appraisal of probable values accruing to participants.

The information considered concerning each activity should aid the individual in the task of selecting those which are most appropriate for him. In general, the cocurricular program should assist pupils to explore, expand, and cultivate interests related to learning, hobbies, leisure time, and other activities which may tend to encourage more adequate social, personal, educational, emotional, and vocational development. Cocurricular activities should be a coordinated part of the total educational program. To deserve such a status, they must have objectives which promote activities consistent with sound educational practice.

Learning About School Services

The school offers many services for pupils beyond those of the classroom. It should not be assumed that pupils will discover and use these services in the absence of a planned effort to bring them to their attention. The orientation plan should proceed in a systematic manner to analyze for pupils those services which augment the regular instructional program. Each service should be described and discussed in orientation groups. Among the services which pupils may need to use are those serving in the areas of health, remediation, library, tutoring, scholarship and loan funds, and such guidance services as counseling, personnel records, information services, placement and follow-up. Essential facts about each service should be presented and discussed. Pupils will need to know where the service is located in the school, the name of the person in charge, and how to obtain it when needed.

Learning About Community Agencies

Pupils frequently need services not available in the school which may be obtained through community agencies and organizations. Orientation in this area should include information about a wide range of community resources and the services offered by them. Sources and methods of referral should be presented. Certainly pupils should be familiar with those organizations which involve parents. The Parent-Teacher Association, Dad's Club, Booster's Club, and

other similar groups devoted to the interests of the school should be known to pupils. In addition, they should know of the services offered by such agencies in the community as the Y.M.C.A., the Y.W.C.A., recreational centers, civic clubs, and others interested in serving them. The school has ceased to be a separate entity in the community. It bears a close relationship to all agencies and organizations interested in youth. Many local groups provide facilities and services for the school, and pupils need an understanding of them as cooperating community groups.

Particular attention should be given to sources of scholarships, health services, adult education opportunities, job placement, and other services available to pupils and their parents. That axiom that "educating a child may be educating a family" should be kept in mind in planning orientation activities in the school.

In some schools, class groups have conducted surveys to locate and identify resources available to the school. In one instance, a civics class conducted a census of the community to locate agencies and organizations interested in child and family welfare services. Another group in the same class visited the state employment service on several occasions and prepared an outline of its procedures and services. This latter activity resulted in a mimeographed handbook for pupils explaining how to apply for a job through the local employment office.

An important function of the orientation plan with respect to job opportunities and requirements is to familiarize pupils with the wide range of different ways in which people earn a living. Specific facts relating to available job opportunities at any given time would not be reliable over a long period of time. However, the job opportunity pattern would be likely to maintain a reasonable degree of reliability for some time.

Information concerning part-time jobs should be confined largely to presenting the individuals and agencies in the school and community responsible for aiding pupils to find such jobs. Many schools have vocational coordinators who assist pupils to locate part-time jobs, and also provide related training for them to increase their effectiveness on the job.

Learning About the Next Step

The high-school orientation plan at the ninth or tenth-grade level should encourage pupils to begin planning for the next step beyond high school. They need to recognize the importance of planning their high-school programs toward the goal of further education or employment upon graduation from high school. Discussions carried on in orientation groups concerning the planning of one's high school program should be utilized to emphasize the need for planning for occupational life. For some, such planning will take into account college entrance requirements, the need for high-school subjects related to major fields of college work; for others it will involve planning for employment, apprenticeship, or on-the-job, business, trade, or technical school training.

Focusing upon future goals tends to encourage pupils to regard their high-school experiences as a part of an integrated and coordinated sequence rather than as three or four years of discrete experiences. It is not to be expected that many pupils in the first year of high school will focus upon final occupational goals. The orientation plan may, however, contribute to more realistic planning through emphasis upon the relation of aptitudes, interests, financial resources, and other pertinent factors to the achievement of educational and occupational goals.

METHODS OF PROVIDING INFORMATION FOR PUPILS

The types of information discussed above have been considered, in the main, from the point of view of group activities. It is not to be assumed that planned orientation classes should replace similar activities by all classroom teachers. Much valuable assistance to pupils in adjusting to the school can be provided in connection with classroom activities. Usually the task of providing adequate orientation can be better achieved if the activities of teachers supplement organized orientation plans. It will be obvious to the reader that orientation is frequently an individual matter which can best be achieved through a person-to-person relationship. This point will be emphasized in the discussion to orientation services to individuals.

Group Orientation Procedures

Orientation through groups is economical and has certain advantages to participants. The function of orientation is largely one of presenting facts to be interpreted and enlarged upon through discussions by the group. The group method presents pupils with an opportunity to raise questions which, in turn, lead to elaboration and interpretation of the subject under discussion. Since the teacher cannot anticipate questions which are in the minds of pupils, discussions must be relied upon to introduce additional needs and interests of pupils and requests for information.

The teacher has an important function to perform in keeping the discussion related to pertinent aspects of the problems at hand, and in introducing such points of emphasis as will cause the discussion to yield optimum value to participants. The important point to be kept in mind by the teacher is that orientation activities dealing with the school and its services should aid pupils to develop feelings of security and a sense of belonging to the groups with which they are associated.

Individualized Orientation Procedures

An appreciable portion of the counselor's time may be devoted to aiding pupils to locate, use, and interpret various types of informa-

tion. Group situations are not conducive to individualization of information to the extent often required by pupils. While the group may develop an understanding of the nature of the cocurricular program, for example, through group discussion, the task of choosing an activity related to individual interests and needs often requires detailed information and interpretation supplied in part by the counselor or teacher. The need for individualized information in many areas is likely to prompt pupils to seek the counselor's assistance.

The selection of courses and curricula is another case in point. Pupils may gain a knowledge of the school's educational offerings adequate for general purposes through groups. However, the task of making specific choices in planning a program of study requires a knowledge of prerequisites, subject content, its relation to personal educational and vocational goals, and other facts which bear upon the process of choosing wisely. It is not to be expected that all high-school pupils will have acquired sufficient information or skills of interpretation to make logical choices in the absence of aid from a more mature and experienced person. Consequently, the principal, counselor, and teachers are frequently called upon to individualize for pupils certain information to which they have been introduced through the group process. The concept of the individual as a unique personality suggests the importance of the counselor's function in assisting pupils to interpret information pertinent to specific plans and adjustments.

The Extent of Orientation Needs

The extent of the orientation needs of pupils is so great as to suggest little remaining time for the other important tasks of the teacher. The need for touching upon the many essential aspects of pupil adjustment emphasizes the need for efficiently planned orientation activities Fortunately, many printed and audiovisual aids are available for facilitating the orientation process. Recounting a few orientation areas will suggest the need for this service. Of concern to pupils in the task of understanding the relation of self to environment are such matters as emotions, gaining self-confidence, health habits, personal appearance, making and keeping friends, relationships with the

opposite sex, group relationships, dating, developing leadership ability, handling money, planning for further education and work, learning about personal assets and liabilities, choosing subjects and curricula, and a host of other areas which are of vital importance to the individual.

THE EDUCATIONAL INFORMATION NEEDS OF PUPILS

Some of the areas of educational information needed by pupils have been mentioned. Those deserving of more detailed treatment are presented below. A later chapter devoted to the functions of counseling will bring common educational problems of high-school pupils into sharper focus. The present section will serve to suggest a few methods applicable to the task of aiding pupils to obtain and interpret information concerning educational opportunities and requirements.

Information About the Next School

The attention given to educational information has been largely confined to its place in the secondary school. This emphasis has aroused marked interest in an important phase of the guidance program at the high-school level, but has contributed little to recognition of the problem in the elementary school. As a matter of practice, a great deal of the information concerning the secondary school setting and its opportunities and requirements should be made available to pupils prior to high-school entrance. The tendency to emphasize the place of this particular guidance service in the high school has encouraged the tendency to consider guidance services as belonging essentially in the secondary school.

Pupils at every level should be given such information as will prepare them for making appropriate plans, choices, and adjustments now and later. While this function of the information service is of less organized character in the early elementary school, it is nonetheless important. Pupils in the lower grades need to be apprised of the expanded areas of learning to which they will be introduced in each succeeding year. The kindergarten pupil asks, "When will I learn

to read?" The first-grade youngster queries, "When will I learn about numbers?" To these pupils the answer to each such question is as important to a feeling of security as are the more complex requests for information made by pupils at the upper elementary and high-school levels.

Articulation Between Schools Is Important

Pupils whose place of residence is stable and whose school progress is normal may attend several different schools. Though the articulation problem is present without respect to size of school or change of buildings, both of these factors bear upon the nature and intensity of the problem. Certainly the small school building containing twelve grades enables the pupil to avoid periodic adjustment to new problems related to the school plant. On the other hand, pupils in a restricted setting need information concerning the school program at the next level.

The task of effective articulation suggests that definite plans be made for acquainting pupils in "sending" schools with certain facts concerning the "receiving" schools. The nature of pupil needs with respect to information will be suggested to the reader in any consideration of questions raised by pupils who are soon to enter high school. Questions of this kind, some of them surprisingly simple, are often asked: How many subjects may I take? May I choose my homeroom teacher? What subjects may I take? Will I be able to keep my part-time job? How many credits will I need to graduate? What are majors and minors? When can I begin to choose some of my subjects?

Obviously pupils about to enter the next school are greatly concerned with its organizational aspects and policies. More searching questions will need to be answered once the pupil is familiar with the superficial aspects of the new school. Consequently, the orientation program in the next school should continue to provide information of the kinds which will enable the pupil to function effectively. At this point, the orientation plan of the receiving school should supplement the earlier articulation procedures to complete the task of achieving satisfactory adjustment for the new pupil.

Though much of the information provided for pupils before the

transition takes place is of a relatively superficial character, it is nonetheless valuable in initiating the adjustment process for the pupil. The orientation plan should further facilitate the firm establishment of the pupil in the new setting.

Effectively furnishing information to pupils about school opportunities beyond the elementary or junior high school levels may encourage some to enter high school who would otherwise drop out. The school has an important responsibility for aiding pupils to achieve easy transition from the elementary to the high school. On the other hand, it should not be assumed that efforts designed to encourage pupils to enter high school will be successful with every pupil. Consequently, information should be provided concerning part-time and adult education opportunities for those who may not continue in full-time school.

Information About College Opportunities

Planning for college, business, trade, or technical school beyond high school points to a need for educational information covering a wide range of educational opportunities. To meet the needs of pupils in this connection, the school should discover the educational interests of pupils and obtain college catalogs and descriptive materials from other types of institutions in which pupils express an interest. The impracticability of attempting to gather educational information materials about all such opportunities suggests the need for identifying the interests of pupils in certain types of institutions and confining the collection of information materials to those institutions. General information concerning opportunities for further education should be provided through the orientation process, with specific information provided for individuals through counseling.

Gathering catalogs and bulletins from colleges and trade, business, and technical schools to meet present and anticipated needs of pupils for information can easily be carried out on a selective basis. Pupils may be requested to list one or two institutions which they might choose for further education after graduation from high school. Since many duplications will occur, the institutions designated will usually be fewer than one would expect.

Providing Information Through Classes

In addition to orientation groups as a means of disseminating educational information, the classroom teacher is in a strategic position to perform this important function. Pupils frequently seek out teachers to aid them in securing information about college or other post-high-school educational or training opportunity. Classroom teachers are in an excellent position to observe and evaluate the educational interests, aptitudes, and achievements of pupils. The services of teachers in this connection may be made increasingly valuable through developing a knowledge of educational information related to their respective subject-matter fields.

Providing Information Through "College Day" Programs

College Day programs have been effectively employed in many schools to provide pupils with opportunities to discuss plans relative to college attendance with representatives of universities, colleges, and institutions offering education or training of less than college grade. The section describing an occupational conference in Chapter 7 presents a pattern of activities often employed in carrying out College Day programs. Organization of the day's activities may be planned in the same manner as in preparing pupils, faculty, and community for a vocational conference. The major difference is that college representaives are substituted for visiting instructors.

Providing Information Through Counseling

Generalized educational information provided through the group process will not meet the individual needs of pupils. Each needs to formulate educational plans with full knowledge of his own aptitudes and interests. The implications for individual educational planning are discussed in some detail in a later chapter on counseling.

Counseling is the most satisfactory method for assisting pupils to match personal assets with the requirements and opportunities of further education and training. Encouraging and assisting pupils to plan study programs on a long-term basis contribute to the process of accumulating evidence concerning the adaptability of the individual to future college preparation or other education or training beyond high

school. Educational planning with pupils should involve parents whenever possible; especially is this true if the evidence suggests a major change in educational goals, or if pupil and parents are not in agreement with respect to educational plans and objectives. The importance of establishing educational goals compatible with the individual's probability of reaching them is emphasized by the fact that educational and occupational goals are interminably bound together. As Williamson points out:

. . . the selection of courses is one of the chief problems of educational counseling. Often it grows out of problems of occupational orientation. After a student chooses an achievable occupational goal, he must select training courses which will prepare him for that goal. Thus educational and occupational counseling are intimately related phases of personnel work. Because of this relationship, an unwise choice of an occupation will often lead to the choice of an inappropriate course of studies. In like manner, the selection of a wrong curriculum may prevent the realization of an otherwise appropriate occupational goal. Hence the two problems must be dealt with seriatim in an adequate counseling program.[5]

THE OCCUPATIONAL INFORMATION SERVICE

One writer defines occupational information as accurate and usable information about jobs, industries, work processes, employment trends and opportunities. He adds:

. . . to be effective, occupational information must be collected, processed, and used with the accuracy of other scientific material. The field is ever-changing, hiring requirements fluctuate with supply and demand, and new jobs are created every day.[6]

The increasing importance of occupational data in the information service stems from a number of circumstances. Continuous growth in the number of occupations available to workers intensifies the task which youth face in selecting appropriate occupational areas. Through job analyses, employers have learned that the process of matching

[5] From *How to Counsel Students* by E. G. Williamson, p. 247. Copyright 1939. Courtesy of McGraw-Hill Book Company, New York.

[6] Byrne, Delmont K., *Occupational Information or Else.* . . . State Department of Education, Jefferson City, Missouri, 1947.

aptitudes and interests with job requirements is not only possible, but also profitable to employer and employee. Occupational census data are now available to indicate job areas in which employment opportunities are favorable and unfavorable. These and other relatively recent factors have suggested the need for aiding pupils to establish occupational goals consistent with personal qualifications and placement opportunities. Though the actual process of matching the individual and the job is chiefly the function and responsibility of the counseling process, the task of providing occupational information must precede the individualized matching function.

Pupils Need Realistic Occupational Information

Considerable data are available to support the point of view that many pupils establish occupational goals on the basis of superficial information about the opportunities and requirements in their chosen occupational fields. Affinity for professional and "white collar" jobs among high-school boys is out of proportion to the number of opportunities available. A recent study of 6,789 high-school sophomores and seniors in Michigan revealed that 40 per cent of the boys aspire to professional occupations and 25 per cent actually expect to enter a professional field. The 1940 census report records that only 16 per cent of the male labor force in the North Central States who have completed twelve or more years of schooling are engaged in professional pursuits.[7]

The Michigan study indicates a striking lack of interest in clerical, sales, and related occupations, though that broad field offers relatively the greatest number of occupational opportunities. Only 8 per cent of the boys studied expect to enter this field despite the fact that 24 per cent of the male labor force is employed in that field.

Since educational plans are closely related to occupational goals, one would expect that a disproportionate number of high-school pupils would hope to enter college. This is precisely the case. Thirty-seven per cent of the total group studied—40 per cent of the boys and 34 per cent of the girls—expect to enter college, though barely one-

[7] *Youth and the World of Work*, Social Research Service, Michigan State College, East Lansing, 1949.

fifth of the high-school graduates in the area studied have gone to college in the past.

Kitson reports that of five hundred people who applied for help at a bureau for vocational guidance only half had exercised any choice in entering their vocations. The remaining 50 per cent took the first job that came along, entered an inherited business, or entered an occupation selected for them by their parents. All of the five hundred were dissatisfied with their occupations.[8]

Williamson devotes an entire chapter to a discussion of unwise vocational choices in which he cites scores of studies which point to the need for encouraging pupils to consider their aptitudes and interests and their relation to occupational placement and adjustment.

Though pupils' vocational choices are sometimes influenced by misguided and misinformed parents and teachers, the greatest difficulty stems from lack of adequate knowledge of occupational opportunities and requirements on the part of parents, pupils, and teachers. In emphasizing the important role of realistic occupational information in wise vocational choice, Williamson touches upon the results of erroneous job information. He says:

> The overestimate of earnings is another mistaken idea which often results in erroneous decision by students who assume that becoming a doctor, teacher, or lawyer is ample guarantee that they will be able to live on Easy Street the rest of their lives. Those students are especially ignorant of the average earnings of men and women in the professions. . . . Unwise choices are often made by students who lack an understanding of the logic and psychology of choosing. False ideas and misconceptions distort their thinking processes, and they arrive at an ill-advised conclusion. A well-taught course in orientation would prevent this distorted type of thinking.[9]

SOURCES OF OCCUPATIONAL MATERIALS

Most of the occupational materials suitable for high-school pupils are available in printed form. No attempt will be made here to present an exhaustive account of the many sources from which occupational in-

[8] Kitson, Harry D., *I Find My Vocation.* New York: McGraw-Hill Book Company, Inc., 1947. P. 8.
[9] From *How to Counsel Students* by E. G. Williamson, p. 465. Copyright 1939. Courtesy of McGraw-Hill Book Company, Inc., New York.

formation is available. Mention will be made of a few sources which specialize in materials designed for use at the high-school level.

Forrester's occupational information source book[10] is an invaluable source of occupational materials for schools. This volume contains 3,000 pamphlet titles and more than 350 sources of occupational information. The materials are listed alphabetically both under publisher and occupational title. Each occupational pamphlet listed is annotated to provide the reader with a thumb-nail sketch of its content. Dr. Forrester's book was first issued in 1947, and revised in 1948. So long as it is revised every year or so, it would be presumptuous for another writer to attempt a detailed coverage of occupational materials and sources for high-school use.

Government Sources

The Superintendent of Documents, Government Printing Office, is the major government source of occupational materials. Most of these materials are inexpensive or free. A number of government agencies publish pamphlets or booklets in the field of their special interests, *i.e.,* the Women's Bureau of the Department of Labor, the Children's Bureau, and others. As one would expect, the publications of the United States Employment Service deal with numerous occupational fields. Likewise, the War Department, Office of Education, and Department of Labor show considerable versatility in the preparation of occupational materials. Schools will find it advantageous to request from the Superintendent of Documents the price list booklet which contains a list of government publications dealing with job opportunities and requirements. With a few exceptions, government agencies release all publications through the Superintendent of Documents and time will be saved by ordering from price lists direct from the Government Printing Office.

In many instances state agencies publish materials useful to high-school teachers and pupils. The Employment Service in Michigan is in the process of issuing a series of *Occupational Guides* covering more than forty major occupations in the Detroit metropolitan area.

10 Forrester, Gertrude, *Occupational Pamphlets*, An Annotated Bibliography. New York: H. W. Wilson Company, 1948.

These guides meet all the criteria for an acceptable occupational monograph. Single copies have been distributed to high schools and additional copies are available at a nominal cost.

State departments of labor, health, and other similar agencies issue useful materials in many instances. Counselors should canvass such agencies with a view to locating sources of materials which may be helpful in providing pupils with current information about occupational opportunities, requirements, and trends in the community and region.

The *Occupational Outlook Service* of the Department of Labor is important for several reasons to users of occupational information. Of significance is the recognition by government agencies of the need for sampling occupational trends on a national basis and summarizing trend studies for distribution to schools and other agencies dealing with the guidance and employment problems of youth and adults. Equally important are the techniques of occupational research which are being continuously refined by this agency. The wealth of experience in occupational research methods being accumulated by the Occupational Outlook Service is being made available to private agencies and organizations engaged in developing occupational materials, with the result that the general level of excellence of materials available to schools is rising.

Professional Associations

Many professional groups provide materials concerning opportunities, requirements, and trends in their respective professions. Examples of this source are the American Dietetic Association, the American Library Association, the American Medical Association, the American Osteopathic Association, and numerous others. The fact that professional groups may be interested in encouraging high-school pupils to enter their ranks is of little concern if the information provided is reliable and otherwise meets the criteria of a good occupational pamphlet.

Business, Industrial, and Trade Associations

Associations of this type issue a variety of materials which contain

helpful facts relating to occupational opportunities. Such corporations and trade associations as General Electric, General Motors, the Graphic Arts Industry and others offer materials, usually without cost to the schools. Materials from sources of this kind can usually be depended upon to present facts pertinent to jobs in the particular field concerned. Frequently directories of schools and other sources of training for prospective workers are issued. A case in point is the National Home Study Council, which issues directories of approved home-study schools, a publication which is widely used by counselors in assisting pupils to select reputable private training institutions.

Private Agencies and Publishers

Within the last several years a number of new sources of occupational information have appeared to contribute to a more comprehensive coverage of the field. If the present demand for information materials continues to grow, increased coverage and improved quality of these materials can be expected. The publications offered by private agencies and publishers range from briefs to full-length monographs and books. These latter two types of publications are usually characterized by general content. Pamphlets and briefs are better adapted to treatment of specific occupational opportunities, requirements, and trends, since these aspects of occupational life are subject to constant change.

The *Bellman Publishing Company*[11] issues a series of monographs averaging about twenty-five pages in length. These monographs provide information relating to both specific and general occupational fields ranging from unskilled to professional pursuits. Bellman also issues *Occupational Trends*, the "Magazine for Vocational Guidance," bi-monthly from September to June, which contains articles on current occupational opportunities and trends. *The B'nai B'rith Vocational Service Bureau*,[12] although devoting special attention to the interests of Jewish youth, offers publications of general interest. This is a nonprofit agency which offers a limited number of occupational materials. The *Guidance Chronicle* is a service devoted to acti-

11 83 Newberry Street, Boston, Massachusetts.
12 1746 M Street, N.W., Washington, D. C.

ities in the field of guidance. *Growing Up*, a 64-page paper bound booklet, is another publication prepared by Cromwell and Parmenter. Also in the nature of a workbook with each topic followed by a "For You to Do" section, this booklet describes some situations and problems which should be recognized and considered by any young person who wishes to lay the foundations for a healthy, happy and successful life as a "grown-up." This book does not offer any sure-fire recipe for becoming a happy and successful person, nor does it provide any ready-made answers for the questions it raises. It is essentially a handbook for discussions and presents certain topics related to personal adjustment for consideration in the belief that a good deal can be learned by talking over these topics in class, in special groups, and with teachers and counselors. *Science Research Associates*[16] publishes current occupational information and related materials in the form of monographs and booklets. Also issued is the *Guidance Index*, a monthly booklet annotating current publications in guidance and related fields. All items classified in the index follow the SRA Occupational Filing Plan categories. SRA offers a complete service of current materials to schools including such materials as Life Adjustment and Better Living Booklets, guidance posters, guidance newsletter, Guidance Index, research service, and professional books in the field. The *Research Publishing Company*[17] issued a series of publications under the title of American Guidance Program Monographs. Some of the titles issued or scheduled for publication deal with such aspects of occupational information as gathering and filing information, occupational surveys, the use of occupational materials, career days, and others related to guidance activities. *Vocational Guidance Manuals*[18] offers more than a dozen paper-bound booklets covering a like number of occupational fields. Each of these manuals describes an occupational area, qualifications for workers, and opportunities in it. Several of the series deal with such occupations as acting, finance, fashion, free-lance writing, public relations, radio, and travel. A few consider

occupational fields in which employment opportunities are greater than in those cited above.

Selecting Current Occupational Materials

The task of selecting occupational materials is growing in complexity as the supply of such materials becomes more abundant. The counselor, librarian, teacher, or administrator who seeks occupational facts through publications must be able to discriminate between materials ranging from unreliable to very acceptable. The following questions will suggest pertinent factors to be considered in evaluating occupational materials.

1. *Is adequate pertinent information contained in the publication?*
In this connection it should be recognized that the extensiveness of the information may be determined by the nature of the materials under consideration, *i.e.*, an occupational brief is less detailed than is a monograph. The former should introduce the reader to a few pertinent facts and then suggest other more exhaustive sources for those who wish to study the occupational field more thoroughly. The reader who desires a full treatment of an occupational area might use the following outline as a guide.

OUTLINE FOR A PAMPHLET ON AN OCCUPATION[19]

History of the occupation	Length of time before skill is attained
Importance of the occupation and its relation to society	Advancement
Number of workers engaged in the occupation	Related occupations to which job may lead
Need for workers—trends	Earnings
Duties	Hours
Qualifications	Regularity of employment
Preparation	Health and accident hazards
General education	Organizations
Special training	Typical places of employment
Experience	Supplementary information
Methods of entering	

[19] "Content of a Good Occupational Monograph"—the basic outline revised by the Occupational Research Section of the National Vocational Guidance Association. *Occupations,* copyright October, 1940. Pp. 20–23. Quoted by permission of publishers.

2. *Is the information prepared and issued by a reputable agency or individual?*

The tendency of pupils to accept any printed statement as authentic suggests the school's responsibility for ascertaining that occupational materials collected contain reliable information. Since it is usually difficult, if not impossible, to determine the adequacy of research methods employed in preparing occupational materials, it is important that the source be identified as reliable.

3. *Are the facts presented relatively free from bias?*

Materials available from established sources may usually be accepted as suitable for pupil use. So-called occupational materials designed only for recruiting workers should be used with caution. Publications which obviously minimize or omit disadvantages or pertinent facts relating to working conditions or other aspects of the occupation should be supplemented with other descriptive materials.

4. *Is the language level appropriate for pupils?*

Materials should be selected which employ vocabulary suited to young readers. This criterion should be kept in mind when ordering materials from some government agencies. The *Individual Job Descriptions* issued by the United States Employment Service serve as an example of occupational materials written in difficult and technical language. The value of occupational materials depends on their use by pupils.

5. *Are recent facts contained in the publication?*

The changing character of occupations in many fields suggests the need for discarding out-of-date publications. Some suppliers of occupational materials replace outdated briefs periodically. Copyright or revision date is the most obvious indication of the recency of printed materials. If in doubt about the currency of the data in a particular publication, compare it with other current publications covering the same occupation.

6. *Can the cost of the materials be justified?*

Since schools will desire to spend funds available for the purchase of occupational materials wisely, those should be collected first which will serve the interests of the greatest number of pupils. Pupil surveys

of occupational interests is a technique sometimes used as a guide when developing an occupational information library.

7. *Are printed materials easily readable?*

Style, format, and vocabulary are important factors in determining the readability of printed materials. The type should be of sufficient size to be read under minimal conditions of illumination. Attractive format and photographs or illustrations will usually contribute to usage of printed materials.

8. *Does the publication suggest other sources of information?*

This feature is especially important in briefs and pamphlets which treat the occupational field in an abbreviated fashion. In the case of monographs, which are more detailed, references dealing with specialized aspects or related occupations are desirable. The essential purpose of occupational information is to orient the reader to an occupational field and to capture whatever real interest he may have and thus lead him to a more exhaustive investigation.

Some Suggestions and Some Cautions

Though many methods have been suggested for selecting reliable and appropriate occupational materials, there are no magic formulae for achieving perfection in the skills involved. The following "do's" and "don'ts" point up a few simple suggestions and cautions.[20]

DO'S

1. Do check sources of material and methods of verification of data. Original sources such as job analyses, surveys, and government or professional association investigations are most valuable.

2. Do examine popularly written materials for accuracy. It is easy for young readers to be misled by undue enthusiasm, glittering generalities, or colorful statements.

3. Do be sure that material covers your specific needs. It is written for different purposes, sometimes for advertising or promotional effects only.

[20] Byrne, Delmont K., "Occupational Information or Else . . . ." University Counseling Bureau, University of Missouri, Columbia, 1947.

4. Do investigate usefulness of different occupational materials by consulting with other users in conferences, workshops, and other exchange of ideas.

5. Do investigate publisher's arrangements to revise or supplement material to keep it up to date. General information remains stable; specific information, current wages, employment, and trends require frequent revision.

6. Do check style, format, understandability, and reader appeal of all publications. Do not invest in drab, scholarly, profound or technical publications if better material is available.

7. Do utilize all useful free and inexpensive material prepared by reliable sources. Many of the best publications are free or inexpensive, procurable from government agencies, trade and professional organizations.

8. Do subscribe to several periodical sources of bibliographical listings of current publications. Order immediately upon notice of availability of new materials.

9. Do beware of recruiting materials published by schools, colleges, professional associations, and military services. They often exaggerate the attractions, ignore occupational disadvantages.

DONT'S

1. Don't assume that undated material is current. Several prominent commercial services have not been revised for nearly ten years.

2. Don't put faith in strong, absolute statements of rosy prospects in a given occupation. All jobs are subject to unpredictable influences, all have their disadvantages.

3. Don't depend on books for all information. Although valuable, they can cover only limited fields, cannot follow current trends as well as pamphlet publications.

4. Don't accumulate material only about "the professions." It is the easiest material to obtain but it covers vocational opportunities for only about 7 per cent of the population.

5. Don't subscribe to whole "plans" or "services" offered by com-

mercial publishing firms. Select only usable material, appropriate for the given school situation.

6. Don't trust sweeping general statements not supported by data. They are apt to be mere opinions and guesses. Look for the data from original studies, government surveys, professional associations, and recognized authorities.

7. Don't make single expensive purchases if several inexpensive publications could better serve the need. Several choice, small pamphlets often reach more students than one book.

8. Don't limit the collection of information to books and pamphlets. Use pertinent newspaper and magazine clippings, results of local surveys, and census data.

9. Don't save material beyond its period of usefulness. Most prewar books are already out-of-date for general use. Pamphlets that are not revised frequently are misleading. Discard old material periodically.

Learning About Local Occupational Opportunities

Occupational information is often regarded by pupils as printed materials related to glamorous occupations in far-away places. The school staff sometimes overlooks the importance of gathering information concerning local occupational opportunities. Community occupational surveys and follow-up studies are excellent techniques for gathering local occupational data. Both of these techniques are described in detail in later chapters.

Community Agencies as Sources of Information

The list of agencies interested in job placement varies from community to community, the size of the community usually operating as a factor in determining the number of such agencies. The school should develop cooperative working relationships with employers and with all agencies which may be able to provide information about job opportunities, requirements, and trends.

Notable among the community agencies of importance to the school's information service is the state employment service. Jager points out that

... the employment service has many occupational data at its disposal useful in the counseling process of the school. The school can in many ways add to these data, but in any case if the facts are made part of the pupil's knowledge, he makes a much better client when he comes to the employment office to get a job.[21]

John Odgers, Ohio State Supervisor of Guidance Services, encourages schools to use the occupational information resources of the State Employment Service, with which a number of Ohio schools have long had a profitable working relationship. Odgers writes:

Occupational information available through ES is put to work by the counselor, by the teacher, and by the school librarian. Part IV of the *Dictionary of Occupational Titles* is the best single tool available for helping the counselor to assist the individual pupil in determining the vocational significance of the information he has about himself, as a basis for matching it against attainable educational and vocational goals.[22]

The counselor should not assume that information about local occupational opportunities is confined to any one community agency. Every effort should be made to locate all agencies which maintain current information about opportunities, requirements, and trends about jobs in the local community.

Occupational Information Through Work Experience

Try-out or exploratory values in work experience have long been accepted by educators, but only in recent years have plans been designed to encourage pupils to explore occupational interests through job experience as a part of the educative process. Experience on a variety of jobs aids pupils to identify occupational interests as well as, in many instances, to discover an abiding interest in an occupational area. The tendency of pupils many times to identify themselves with an occupation on the basis of misinformation is well known. Though not all occupational interests can be tested through work experience in appropriate occupational areas, such experience is a valuable source

[21] Jager, Harry A., "Employment Service—Public School Cooperation," *Employment Service Review*, May, 1948. Pp. 13–14.
[22] Odgers, John, "Ohio ES Aids School Guidance Programs," *Employment Service Review*, May, 1948. Pp. 14–16.

of realistic job information. In addition to obtaining first-hand information about specific jobs, the pupil has an opportunity to form valuable general impressions about the world of work. The experience may often impress upon the pupil the importance of learning more about his aptitudes, interests, and attitudes, the importance of promptness, regularity, industry, and working with others, and, perhaps, the need for continuing in school as long as possible.

Information Through Occupation Classes

Providing occupational facts through classes designed to acquaint pupils with pertinent general information concerning the world of work is a practice followed in many schools. One of the difficulties inherent in these classes is that of reconciling the specific interest differences of pupils in the group. They frequently find it difficult to discuss the general characteristics of occupational life and to refrain from turning the discussion to specific aspects of rather narrow occupational areas.

On the other hand, classes in occupations provide pupils with opportunities to conduct individual or small group investigations of occupational areas related to their individual interests. Community occupational surveys carried on by members of such classes serve to provide first-hand information for the pupils who engage in the process, and also to provide current data for the school's information service.

Filing Information Materials

Since most printed information materials are in the form of booklets, pamphlets, and single-sheet briefs, a functional filing plan will need to be obtained or developed. In general, an alphabetical filing arrangement is more easily adapted to pupil and teacher use. Pupils or teachers seeking sources of information about occupations, for example, usually expect to find them under the names of the occupations about which information is desired. It is usually desirable to file occupational, educational, and other information in separate files. An alphabetical plan can be adapted to the filing of small, bound and unbound materials of any type. The two sets of folders labeled

with printed titles based on an alphabetical arrangement are the *Occupational Filing Plan* and the *Michigan Plan for Filing and Indexing Occupational Information*. These, together with other filing plans, are described below.

1. *The Occupational Filing Plan* distributed by Science Research Associates consists of seventy file folders, a guidebook, and fifteen "out" cards. The folder tabs are marked with the names of seventy major occupational fields. Finer breakdown of materials is obtained by arranging materials alphabetically within each major occupational field. Each folder suggests related fields which serves the function of cross-references. The folders are arranged alphabetically according to the seventy major fields, with materials in each again alphabetized for convenience of users.

2. *The Michigan Plan for Filing and Indexing Occupational Information* consists of 162 folders with 324 cross-reference cards printed with appropriate headings. Folder tabs carry the names of major fields of work so that they may be filed in alphabetical order. The subject headings are printed in blue on Manila folders, and the cross-reference cards of folder size are printed in red and inserted alphabetically. This plan was developed under the direction of Dr. Clifford E. Erickson, Director of the Institute of Counseling, Testing, and Guidance, Michigan State College. It is distributed by the Sturgis Printing Company, Sturgis, Michigan.

3. A third filing plan of a nonalphabetical character is entitled: A *Plan for Filing Unbound Occupational Information Based on the Dictionary of Occupational Titles*. This plan, a numerical system based on a subject classification, provides for a vertical file of 276 occupational titles according to the plan used by the *Dictionary of Occupational Titles*. This plan is desirable for agencies which gather occupational information of an extensive nature. In general, classroom teachers and pupils will not use it so effectively as they will an alphabetical plan. Counselors will often find this plan desirable for their own use if they maintain extensive occupational files for personal reference.

4. *The Master File Plan for School Guidance Personnel* is a comprehensive filing plan for guidance workers. In addition to provision

for occupational information, this plan provides space for other materials ordinarily collected by counselors. Seven distinct files are included, with colored tabs, major dividers, and a number-letter system for classifying materials under each major heading. The files which comprise the plan are designated as follows:

File   I: Source Materials and Publications on Guidance
      II: Correspondence File
     III: Professional Organizations File
     IV: Studies and Investigations File
      V: Personal File
     VI: Administrative File
    VII: Instruction File

The Master File Plan was developed and issued by S. C. Hulslander, Counselor Trainer, of the University of Michigan.

Arranging Bound Information Materials

Books on occupational, educational, and other types of information should be arranged conveniently and attractively for teacher and pupil use. Displays, special plans for shelving, and other methods of encouraging use of books dealing with informational subjects should be employed. Pupils will usually make much less use of such books if they are kept in the "stacks," or are shelved among other books in the library. Some schools follow the practice of arranging bound materials, on an "occupations table" in library, reading rooms, or study hall. One school devised such a plan in cooperation with the art classes. Pupils in these classes prepared attractive posters to direct attention to the display of information materials arranged on reading tables in the library.

OTHER INFORMATION NEEDED BY PUPILS

Growth in the concept of the school's responsibility for providing information for pupils needed in making plans and adjustments has been interesting to observe. Prior to the period in which Frank Parsons and others introduced the practice of assisting individuals to

plan for a life's work, schools were interested almost exclusively in teaching subject matter. Following the Parsons experiments in assisting adults to choose an occupation, an interest appeared in helping pupils to learn about the world of work. A little later, notably in the work of Jesse B. Davis, the need for assisting pupils to carry on continuous educational planning was recognized.

In recent years the scope of the information service has been expanded to encompass other kinds of information related to the personal-social needs of pupils. Though this attempt to enlarge the range of information for pupils is less advanced than are some aspects of the guidance program begun earlier, an increasing supply of appropriate information materials in this area point to its geater effectiveness in the future. Some of the areas in which pupils need information, all of which are closely related to educational and occupational goals, are these:

How to Get a Job

Once the pupil has learned about his aptitudes and interests and about the opportunities and requirements of a wide range of occupations, he then needs help in planning the job-seeking process. He needs help in learning how to approach potential employers so that he may make the best possible impression, how to write a letter of application, how to fill out a job application form, how to conduct himself during the job interview, and how and when to follow up a job application. Though the techniques of job-hunting should be included in the orientation plan of the school, and should be a matter of concern in counseling and placement activities, it cannot be assumed that they are included in these functions unless definite provision is made for them. The school needs to recognize the necessity for training in job-saving, and to make sure that pupils have access to appropriate training in that area.

Learning About Social Relationships

An important part of the "growing up" process is learning how to live and work with others. Though some schools include courses or

orientation activities related to social relationships, many do not. Printed materials and films designed to provide pupils with information in this area are becoming increasingly valuable. They are helpful in acquainting pupils with facts about dating, sex, marriage, social development, getting along with others, understanding parents, the relation of personality characteristics to social and job success, and a variety of other areas related to social relationships.

Developing Effective Study Habits

Many classroom activities emphasize the importance of good study habits without following through to assist pupils in learning how to study more effectively. Numerous films devoted to ways of improving one's reading and study habits are available. Materials of this kind should be a part of the school's information service.

DEVELOPING THE INFORMATION SERVICE: A CASE STUDY

The plan suggested here for evaluating information materials in the library was carried out by a committee of teacher-counselors and the teacher-librarian in a small school. The librarian noted that many of the materials available were not being used by pupils and teachers. When the counselors requested funds for additional materials, the librarian suggested that some plan be developed for acquainting teachers and pupils with those already in the library. After some discussion, the committee agreed that steps should be taken to: (1) determine whether the materials available were adequate to meet the needs and interests of pupils and teachers, and (2) formulate a definite plan for acquainting them with the nature and location of the materials.

Evaluating Information Sources

The first step in this process was that of making a list of the titles and publication dates of books, pamphlets, briefs, and other materials in the library. The teachers prepared a list of similar materials which

were kept in classrooms, most of which were books related to the educational and occupational implications of their respective subjects. The committee examined each of the sources and eliminated those which they believed to be outdated to the point of having no informational value. A list of the materials retained were then classified under three headings: (1) educational materials, (2) occupational materials, and (3) personal and orientation materials. The committee then set out to determine the degree to which these materials were adequate to meet the needs of pupils and teachers for sources of information in these three areas.

Discovering Educational Information Needs

In order to discover the needs of pupils in this area, the committee prepared a short questionnaire to be submitted to pupils. The following questions were included: (1) Are you planning to seek further education or training after leaving high school? If so, in what institution? (2) Do you know whether there are catalogs, bulletins, or other descriptive materials in the library concerning the institution of your choice? (3) If you are planning to become an apprentice in a trade, do you have all of the information you need concerning it? (4) List any kinds of information you would like to have concerning post-high-school education. (5) Do you know whether these materials are in the library now?

This questionnaire revealed that the majority of pupils who were planning to attend college thought they would select one in the state. The needs of this group had been met for several years since the high school received college catalogs from these institutions regularly. For those who planned to attend college out of the state, there was relatively little information. Several pupils indicated an interest in further training through apprenticeships, an area in which the library contained no information. Several pupils were interested in further training of less than college grade, including secretarial and clerical. In the fields of watchmaking and mortuary science, for example, there was no educational information in the library, though several pupils expressed an interest in these fields.

In responding to the committee's request to list kinds of information they would like to have concerning further education or training, a number of unexpected suggestions were made. Several pupils suggested that the school have an annual "career day" to give them an opportunity to discuss occupational fields with persons actually engaged in those occupations. In this connection, neighboring schools who had regular career conferences were cited by pupils as doing more to help pupils plan education after high school than was their school. It was also suggested that colleges, universities, and trade, business, and other similar schools be invited to send their representatives to the school to explain their offerings. In general, the committee considered the suggestions of pupils very helpful in planning an improved educational information service.

Discovering Occupational Information Needs

The questionnaire submitted to pupils concerning their needs for educational information provided space for them to list their occupational interests. The committee was surprised to discover that more than 50 per cent of all pupils expressed interest only in professional pursuits despite the fact that less than 20 per cent of its graduates had gone to college in the past. They felt that the poll of pupil occupational interests offered little assistance in determining the nature and extent of occupational materials needed in the library.

Discovering Other Informational Needs

The variety of pupil interests in this area suggested to the committee that appropriate areas of information should be suggested to pupils with the expectation that they would indicate those in which they wished sources of information. Consequently, a checklist was submitted together with the request that those areas in which reading materials and films were desired be checked. Among the areas listed were the following: choosing a career, dating, discovering personal interests and abilities, using leisure time profitably, getting along with others, developing social skills, getting along with one's parents, planning for marriage, personal finances and budgeting, improving one's

reading ability, understanding sex, maintaining one's health, using the library effectively, and improving one's personality. With the completion of tabulation of the questionnaire and checklist the committee was ready to interpret the results and make plans for meeting the interests of pupils for sources of pertinent information.

Improving the Information Service

The committee prepared a list of "things to do" which were suggested by their survey of pupil interests and needs. The principal worked with the group in planning ways of improving the information service, and only those which could be carried out rather immediately were included. Out of their discussions, the following list of activities was established:

1. Teachers should be encouraged to teach the occupational and educational implications of their respective subjects. To this end, the librarian agreed to prepare a complete list of information materials and place it in the hands of teachers. She agreed, also, to help teachers select materials suitable for individual use in this connection.

2. The principal approved a list of information materials which the committee considered essential for immediate use. The titles were selected on the basis of interests indicated by pupils.

3. The librarian and the counselors agreed to keep a record of materials sought by pupils and teachers which were not available through the library. Limited funds made it impossible to purchase materials not of interest to a relatively large number of persons.

4. It was agreed that all information materials should be arranged in the library so that the features of accessibility and appeal would encourage their use by pupils and teachers.

5. The committee recommended to the principal that plans be considered for bringing speakers on occupations, and college representatives, into the school. The principal appointed a faculty committee to consider the proposal and to make recommendations to the staff at a later monthly meeting.

The committee continued to function as an action group. They assisted the librarian in obtaining new information materials, and in carrying out other recommendations of the group.

SUGGESTIONS FOR FURTHER READING

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4. "Content of a Good Occupational Monograph"—the basic outline revised by the Occupational Research Section of the National Vocational Guidance Association, *Occupations*, October, 1940. Pp. 20–23.

5. Dillon, Harold J., *Work Experience in Secondary Education*. New York: National Child Labor Committee, 1946. 96 pp.

6. Erickson, C. E., *A Basic Text for Guidance Workers*. New York: Prentice-Hall, Inc., 1947. Chapter 19, "Sources of Information and Assistance."

7. Erickson, C. E., *Practical Handbook for School Counselors*. New York: the Ronald Press Company, 1949. Chapter 4, "Informational Services."

8. Erickson, C. E., and Glenn E. Smith, *Organization and Administration of Guidance Services*. New York: McGraw-Hill Book Company, Inc., 1947. Pp. 76–97, "Occupational Information."

9. Feingold, S. Norman, *Scholarships, Fellowships and Loans*. Boston: Bellman Publishing Company, 1949. A source book.

10. Forrester, Gertrude, "How to Run a 'College Day,'" *Occupations*, March, 1949. Pp. 373–380.

11. Forrester, Gertrude, *Occupational Pamphlets*, An Annotated Bibliography. New York: H. W. Wilson Company, 1948. A source book.

12. Froehlich, Clifford P., *Guidance Services in Smaller Schools*. New York: McGraw-Hill Book Company, Inc., 1950. Chapter 6, "The Service of Orientation"; Chapter 7, "Disseminating Occupational Information by Group Methods"; Chapter 8, "Aids in the Dissemination of Occupational Information."

13. Harden, Edgar L., *How to Organize Your Guidance Program*. Chicago: Science Research Associates, 1950. Chapter 6, "Group Information Services."

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Guidance in the Senior High School"; Chapters 19 and 20, "Methods of Educational Guidance in Secondary Schools."

17. Kitson, Harry D., *I Find My Vocation*. New York: McGraw-Hill Book Company, Inc., 1947. Especially suitable for pupils.

18. Lerner, Leon L., "Television and Occupational Information," *Occupations*, February, 1950. Pp. 299–301.

19. Myers, George E., *Principles and Techniques of Vocational Guidance*. New York: McGraw-Hill Book Company, Inc., 1941. Chapter 8, "The Occupational Information Service."

20. Odgers, John, "Ohio ES Aids School Guidance Programs," *Employment Service Review*, May, 1948. Pp. 14–16.

21. Shartle, Carrol L., *Occupational Information*. New York: Prentice-Hall, Inc., 1946. Chapter 1, "Introduction."

22. Speer, George S., and Leslie Jasker, "The Influence of Occupational Information on Occupational Goals," *Occupations*, October, 1949. Pp. 15–17.

23. Strang, Ruth, *Educational Guidance: Its Principles and Practices*. New York: The Macmillan Company, 1947. Chapter 3, "Educational Opportunities."

24. Super, Donald E., *Appraising Vocational Fitness*. New York: Harper and Brothers, 1949. Chapter 8, "Adolescent Life as an Exploratory Process."

25. Super, Donald E., "Vocational Interests and Vocational Choice: Present Knowledge and Future Research in Their Relationships," *Educational and Psychological Measurement*, Autumn, 1947, Part One. Pp. 375–383.

26. Williamson, E. G., *How to Counsel Students*. New York: McGraw-Hill Book Company, Inc., 1939. Part IV, "Problems of Occupational Orientation." Pp. 403–474.

27. *Youth and the World of Work*, Social Research Service, Michigan State College, East Lansing, 1949.

Informational Films 16 mm.

Aptitudes and Occupations.	Coronet Instructional Films, Chicago, Ill.	
16 minutes.	Sound.	Jr. and Sr. H. S.
Are You Popular?		Boy Scouts of America.
10 minutes.	Sound.	Jr. and Sr. H. S.
Building an Outline.	Coronet Instructional Films, Chicago, Ill.	
10 minutes.	Sound.	Jr. and Sr. H. S.
Choosing Books to Read.	Coronet Instructional Films, Chicago, Ill.	
10 minutes.	Sound.	Jr. and Sr. H. S.

Do Words Ever Fool You?   Coronet Instructional Films, Chicago, Ill.
    10 minutes.   Sound.   Jr. and Sr. H. S.

Find the Information.   Coronet Instructional Films, Chicago, Ill.
    10 minutes.   Sound.   Jr. and Sr. H. S.

Guidance Problems for School and Home.   Columbia University,
    17 minutes.   Sound.   New York, N. Y.

How to Judge Facts.   Coronet Instructional Films, Chicago, Ill.
    10 minutes.   Sound.   Jr. and Sr. H. S.

How to Read a Book.   Coronet Instructional Films, Chicago, Ill.
    10 minutes.   Sound.   Jr. and Sr. H. S.

How to Study.   Coronet Instructional Films, Chicago, Ill.
    10 minutes.   Sound.   Jr. H. S.

Improve Your Reading.   Coronet Instructional Films, Chicago, Ill.
    10 minutes.   Sound.   Jr. and Sr. H. S.

Know Your Library.   Coronet Instructional Films, Chicago, Ill.
    10 minutes.   Sound.   Jr. and Sr. H. S.

Shy Guy.   Coronet Instructional Films, Chicago, Ill.
    13 minutes.   Sound.   H. S.

You and Your Family.   Y.M.C.A.
    10 minutes.   Sound.   Jr. and Sr. H. S.

You and Your Friends.   Y.M.C.A
    10 minutes.   Sound.   Jr. and Sr. H. S.

Most of the films listed here are available on a rental basis from college and university audio-visual centers. Rental fees are nominal.

INFORMATION THROUGH
COMMUNITY SURVEYS AND
CONFERENCES

INFORMATION obtained through occupational surveys is of value to the school for purposes other than acquainting pupils with the opportunities, requirements, and trends in occupations in the local community. A knowledge of the occupational skills required on jobs available in the community lends direction to the school staff in studying and improving the curriculum. A survey of local job opportunities may reveal that there is sufficient demand for certain skills which the school might teach to warrant, or even demand, the addition of new subjects or curricula or modification of offerings already available. It is one of the recognized purposes of a community occupational survey to locate job opportunities, as well as to determine the educational, training, and work experience requirements for workers on available jobs.

The method suggested here for carrying out a community occupational survey will not only describe a method of conducting such a survey, but also will suggest possible implications of the data gathered in the process. The survey procedures described in the first part of this chapter are applicable, in the main, to relatively large communities. A later section suggests variations which may be made in using the survey pattern in smaller communities.

Purposes of a Community Occupational Survey

The modern educational viewpoint holds that the school has certain responsibilities for present and former pupils which extend beyond the four walls of the school. Among these responsibilities are

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the provision of occupational training, placement, and adjustment. Though the school cannot hope to carry out job opportunity surveys sufficient in scope to obtain information concerning all jobs which present and former pupils may wish to enter, it can locate and analyze jobs in the community which are available at a given time. A study of the requirements for employment on the jobs available should aid school administrators and teachers to adapt the curriculum and course content to the individual needs of pupils who are most likely to seek employment in the local community. A well-planned survey may be expected to yield such information as:

1. The number and kinds of occupations in the community which require workers with varying degrees of educational and occupational training.

2. The number and percentage of new workers employed in each occupation or occupational family every year.

3. Changes and trends in employment opportunities and in specific occupations.

4. Other pertinent information relating to the school's success in job placement, quality and adequacy of instruction in basic educational and occupational skills, and other data essential to evaluating and improving the school's total educational program.

Specific Information Obtainable Through an Occupational Survey

The kinds of specific information to be sought through a community survey will depend upon the uses which are to be made of the data. Though the planned use of survey data is sure to vary from one community to another, certain information is usually considered desirable. Some of the data to be collected and their possible implications are suggested below.

1. *Trends in the distribution of workers in community occupations.* If some occupations are growing and others declining, long-time educational planning would suggest that more emphasis be placed upon occupational training for growing occupations, with decreasing emphasis upon declining occupations.

2. *Trends in educational and training requirements for workers in occupations employing relatively large numbers of workers.*

The school cannot provide appropriate training for young workers in the absence of reliable information concerning the needs of workers on the job. Economy dictates that the school give first attention to training for those occupations in the community which offer the greatest opportunity for employment.

3. *Information about job opportunities in the local community.*

The school's responsibility for training and placement requires that information concerning part-time and full-time employment opportunities in the community be available. Facts about jobs should include age requirements, occupational background and general occupational training needed by workers, specific skills required, previous work experience required or considered desirable, permanency and seasonality of the occupation, and other pertinent information related to existing jobs.

4. *Information about job opportunities for pupils now in school.*

Occupational training curricula in the school must be evaluated in terms of the number of former pupils who have obtained and adjusted to jobs related to their training. Determination of the jobs available to young workers and the jobs on which relatively large numbers are employed provides information by which the school can predict the kinds of jobs in which pupils now in school are most likely to find employment.

5. *Job opportunities requiring high-school graduation.*

Information concerning the educational requirements in a wide range of occupations is useful in two respects: first, it provides a basis for curriculum modification to meet the needs of certain pupils, and second, information concerning the increasing number and types of jobs requiring high-school graduation may often be used by counselors and teachers to discourage pupils from dropping out of school to seek employment.

6. *The need for providing occupational training for adult workers in the community.*

The school's responsibility for aiding adult workers to develop additional or improved occupational skills and job efficiency suggests the advisability of obtaining information concerning adult needs for occupational training. Employers and workers are frequently unaware

of the school's facilities for occupational training designed to upgrade workers, foremanship training, or training in basic educational skills. An occupational survey might be carried out to discover whether need for such training is present in the community.

7. *The need for improved instruction in basic academic subjects.* Employers sometimes suggest that young workers are deficient in reading, spelling, mathematics, or other basic skills needed in many occupations. Though occupational survey forms may not always make provision for recording information of this kind, the interview process usually employed in surveys provides employers with an opportunity to offer constructive criticism of many aspects of the school program. Interviewers should record and report employers' pertinent comments and suggestions concerning the school and its total educational program.

CARRYING OUT A COMMUNITY OCCUPATIONAL SURVEY

Since there are several distinct, though related, steps in the survey process, care should be exercised to give proper emphasis to each. The order in which the steps of the survey are presented here is a logical one for most communities. It is to be expected that some communities will find it desirable to make some changes in the survey procedures presented here. In some instances, it may be desirable to assign certain functions involved in the survey process to individuals; in others, committees may work better. It is expected that each community will adapt the procedure suggested to its own needs and facilities.

Preparing for the Survey

A series of carefully planned steps is essential to the success of an occupational survey. The cooperation of a great number of individuals and agencies requires that the functions and responsibilities of each be clearly understood at the outset. In order that no phase of the planning and execution of the survey will escape proper attention, a definite plan should be followed.

STEP 1: *Getting official approval for the survey*

Before beginning with the presurvey activities it is essential that the project have the approval and support of the board of education and the superintendent of schools. This approval should precede any overtures to local agencies whose assistance with the survey is to be sought. Responsibility for initiating activities designed to provide a better school program rests upon the superintendent and the board of education. However, staff members may properly take the initiative in such matters with the approval of the superintendent.

STEP 2: *Appointing a steering committee*

A successful occupational survey requires community participation. At the outset the superintendent should appoint a steering committee made up of representatives of such agencies and organizations as management, labor, public employment, local government, service clubs, parent-teacher groups, farm groups, teachers, and other affected or interested groups. The major function of this committee is to consult with the superintendent and his staff in laying general plans for the survey.

STEP 3: *Appointing a survey director*

The survey director should be a person who is reasonably familiar with the geographical and occupational aspects of the community to be covered by the survey. Vocational supervisors and teachers, other things being equal, are often more familiar with places of employment, employment practices, occupational requirements and terminology, job description, and other elements of occupational life which tend to contribute to the accuracy and comprehensiveness of the data to be gathered. The director should be a competent organizer. The superintendent and the steering committee should select the survey director with great care, recognizing the importance of capable leadership.

In some schools it may be desirable to obtain a qualified survey director from the state employment service or some other community

agency. In any event, one or more representatives of the service should be invited to serve in an advisory capacity to survey personnel. The employment service in most communities will already have some of the information to be sought through an occupational survey.

Several Michigan communities have carried out comprehensive occupational surveys using the plan outlined in this chapter as a guide.[1]

With the single exception of Marshall, the Michigan surveys have all been conducted under the leadership of the local Director of Vocational Education. The directorship of the Marshall survey was shared by the Superintendent of Schools and the Executive Secretary of the local Chamber of Commerce. In each instance the Guidance Services Division of the Department of Public Instruction provided consultant services in planning and carrying out the survey.

STEP 4: Selecting other survey personnel

The survey director will need assistance in preparing for and carrying out the occupational survey. Several persons from the staff should be designated to aid in planning publicity for the survey, developing forms for gathering occupational data, training and supervising interviewers, and planning other essential details of the survey. Whenever possible, other functions related to the survey process should be assigned to representatives of cooperating community agencies and organizations. Frequently representatives of the Chamber of Commerce or employer groups are able to secure the cooperation of some employers who cannot be reached by members of the school staff.

STEP 5: Establishing survey objectives

Since the survey director will be held responsible for general supervision of survey activities, he should work closely with each of the individuals and committees who are assigned definite functions in the undertaking. He should be a member of the steering committee in

[1] Among the communities which have completed such surveys are Marshall, Wyandotte, Port Huron, and Olivet. Several other communities are now in the process of carrying out similar surveys.

order that he may be fully acquainted with their activities and plans.

The most important presurvey responsibility of the director is that of providing leadership in establishing the specific objectives of the survey, with the assistance of the superintendent and the steering committee. He should prepare a statement of the survey objectives sufficiently specific to serve as a guide in the development of appropriate instruments for gathering and tabulating the survey data. This statement of objectives should list the items of information to be sought and the chief reason for requesting each.

STEP 6: *Planning survey publicity*

The success of an occupational survey will depend to a marked degree upon the efficacy of the publicity given it. A survey of this kind is a highly cooperative venture and the results will depend upon the extent to which employers cooperate in supplying information relative to job opportunities and requirements in the community. Persons in charge of the publicity should keep in mind that teachers, pupils, and citizens are usually unacquainted with the nature, procedures, and purposes of a community occupational survey. Therefore, all activities and releases bearing upon the task of familiarizing the community with the survey must be properly introduced. Some suggested publicity activities are:

Press releases: Newspaper releases should acquaint the community with the purposes, procedures, and progress of the survey, beginning with the early stages and continuing throughout the process. The presence of newspaper and radio representatives on the steering committee will usually lead to better publicity.

Radio releases: Prepared interviews and group discussions over local radio stations provide an excellent means for acquainting citizens with the need and purposes of an occupational survey.

Staff meetings: Faculty meetings should be utilized to solicit suggestions in connection with the survey. It is important that teachers be fully informed concerning the purposes of the survey, how it is to be carried out, and ways in which they might have a part in it. It is not enough to "tell" the faculty about the process; regular opportuni-

ties should be provided for them to review progress and make constructive criticisms.

Assemblies: High-school pupils are in a position to assist with the task of promoting community cooperation with the survey through pupil-parent and pupil-employer relationships. School assemblies may be used to acquaint pupils with the survey and its value to them and the school. The inclusion of pupil representatives on the steering committee contributes to pupil interest and participation in survey activities.

Speaker's bureau: The publicity committee may find it helpful to organize groups of pupils, teachers, and citizens to present to community groups the pertinent aspects of the survey, including the need for it, the manner in which it is to be carried out, and the importance of community support and employer cooperation. No hesitancy should be felt in requesting time on programs of community groups to present the survey plan.

STEP 7: *Preparing the survey forms*

Persons responsible for the preparation of forms to be used in collecting and tabulating the survey data will need to delay their work until a statement of the specific objectives of the survey has been prepared. Though each community will need to develop forms geared to its own survey objectives, the following forms should be considered:

Interviewers' letter of introduction: Though the content and form of the introductory letter for interviews need not follow any rigidly set pattern, it should:

1. Emphasize the objectives and the importance of the survey to the school program.

2. Identify the interviewer.

3. Be signed by the superintendent of schools, or the chairman of the steering committee, or both.

Occupational survey forms: The interviewer's schedule form[2] is an instrument used to record the occupational data obtained from employers. The specific items of information to be sought will be

[2] A sample form will be found at the end of this chapter.

determined largely by the survey director, with the approval and suggestions of the steering committee, teachers, and other persons or groups to whom the director may wish to turn for help.

Employer lists and assignment sheets: A complete list of the employers to be surveyed should be compiled preparatory to beginning the gathering of data. If the survey is to include only a portion of all employers in the community, each type of employer or firm should be represented. Since the sampling method requires that the total number of employment opportunities be predicted from the sampling surveyed, the cross-section should be representative of the majority of employment opportunities in each category. The approximate ratio of the number of workers surveyed in each category to the total number of such workers employed in the community should be known if the data gathered are to be extended with reasonable accuracy.

When the employer list has been completed, assignment sheets should be prepared for the interviewers. These sheets should include such information as name and address of the employing firm, kind of business or industry, approximate number of employees, and, if possible, the name of the person to be interviewed. Interviewers should check off each employer interviewed and he should periodically review completed data sheets with the person responsible for supervision of the interviewers.[3]

Occupational tabulation forms: The forms to be used for tabulating survey data will be determined by the items of information gathered from employers. Some of the tabulations which may be made are these:

Number and kinds of entry occupations

Number and kinds of part-time jobs

Number and kinds of jobs requiring different types of special training

Number of new employees required each year in each entry occupation

Minimum, most desirable, and maximum age requirements for each entry occupation

[3] Sample employer list and assignment sheet forms will be found at the end of this chapter.

Number and kinds of jobs requiring prior work experience for be-
ginning workers

Number of jobs requiring apprenticeship service

Number and kinds of jobs requiring less than, as much as, and
more than a high-school education

STEP 8: *Planning survey procedures*

The early activities in connection with developing survey pro-
cedures may be summarized as follows:

Determine the manner in which the occupational data are to be
secured—whether by personal interview, mailed questionnaire, tele-
phone, conferences with employers, or by a combination of two or
more of these methods.

Determine the extent of the survey, whether a sampling of employ-
ers is to be surveyed, or whether all employers in the community are
to be contacted.

Determine the types of occupations to be covered. For this purpose
occupations might be considered in family groups, such as profes-
sional, skilled, vocational-technical, semiskilled, and unskilled occu-
pations.

Anticipate that the survey data may suggest the need for an ex-
panded program of occupational training. In order to assemble the
data according to categories of such training, the following classifica-
tion plan might be used:

Trade and industrial occupations: Apprenticeable, semiskilled, un-
skilled, and service occupations.

Business occupations: Office occupations and distributive occupa-
tions.

Agricultural occupations: Farm owners and operators, farm work-
ers, and related occupations, such as in farm machinery and repair,
farm machinery sales, feed mill operation, and hatchery and nursery
operation.

Homemaking occupations: Homemakers and such related occupa-
tions as food handling and processing, retail selling, and dressmaking
and altering.

Prepare a list of the employment sources to be surveyed including such descriptive information about each as name of firm or employer, nature of firm's business or product, location, and any additional information desired.

Determine whether some of the data needed are already available through such community sources as the public employment service, Chamber of Commerce, labor unions, farm organizations, and educational or research organizations which may have conducted similar studies previously.

STEP 9: *Selecting and training interviewers*

The persons responsible for this function in the survey process will need first to select the interviewers who are to secure survey data from employers. Careful selection and training of interviewers are of utmost importance. Persons who are familiar with several occupations have a more suitable background for the interviewing function than do persons whose occupational experience is limited. On the other hand, the experience of interviewing employers may be of sufficient value to teachers and pupils to justify the intense training and close supervision which they will require. The next step after selecting interviewers is that of providing training for them in the techniques of interviewing, recording the data gathered, establishing proper relationships with employers, and in introducing other aspects of the task with which they are unfamiliar. The training procedure should include careful explanation of the forms to be used in gathering the data, the purposes for seeking each item of information, and the possible implications of each for improving the educational program and its services to pupils and adults. Upon completion of the orientation process for interviewers, each should carry out several trial interviews. This trial run provides an opportunity to discover interviewers' weaknesses before they begin large-scale interviewing.

STEP 10: *Checking up before beginning*

Before launching the survey, the director should ascertain that all necessary steps have been completed. In general, if all of the follow-

ing questions can be answered affirmatively, the data gathering process is ready to begin.

1. Does the survey have the approval and support of cooperating agencies and individuals?

2. Are all the forms needed ready for use?

3. Have all details related to procedures been completed?

4. Did the trial run of interviewers indicate they are ready to interview employers?

5. Have adequate plans been made for using the survey data to accomplish the purposes for which the survey was planned?

6. Are the anticipated results worth the effort involved?

STEP 11: *Carrying on the survey*

The persons responsible for supervising the interviewers during the survey should establish time limits for gathering the desired information from employers. Limits cannot usually be set until an opportunity has been provided for observing the interviewers at work, the speed with which they proceed with their assignment, the unavoidable delays resulting from busy employers, and other barriers to normal progress which may arise.

Persons in charge of the interviewers should check the data accumulated as the survey progresses. This practice will prevent errors from becoming persistent to the point of affecting the reliability of the data. Interviewers will occasionally need help in getting information from an employer. No amount of publicity concerning the survey will guarantee that every employer will understand the purposes or appreciate the value of the survey data to the community school.

STEP 12: *Tabulating the survey data*

Since the blanks for tabulating the survey data will have been prepared before the survey began, this task may get under way in tentative form as the completed interview forms are turned in by the interviewers. The original tabulation of some of the data gathered may be made by arriving at totals under each of the items of data gathered, *i.e.*, the total number of entry occupations, number of part-

time jobs, number of youths employed on new jobs during the past year, number of jobs requiring various types of occupational training, etc. Later tabulation methods, however, will need to provide for arranging the data in some relation to the curricular offerings which they suggest the school should provide in meeting the occupational needs of pupils, and the opportunities open to them for employment in the community. The discussion to follow which deals with the interpretation of the data will suggest to the reader other methods of tabulating the survey data.

STEP 13: *Interpreting the survey data*

The tabulation of the data gathered is relatively a meaningless one. The value of information gathered from employers lies in its implications for the school program. Some of the questions which should be raised with respect to the data derived from the survey may be the following:

1. What changes and trends are indicated in occupational distribution and in specific occupations?

2. Is the school program sensitive to these changes and trends?

3. What, if any, expansion in the curriculum is suggested by the data?

4. Is there evidence of need for an expanded program of occupational training for adults in the community?

5. In light of the information secured, can the school justify its present occupational program?

6. Should the school improve its guidance program with special emphasis upon any particular service, such as occupational information, placement, follow-up, or counseling related to occupational adjustment?

7. How many apprenticeships are available to youth of high-school age in the community each year?

8. How many new skilled and semiskilled occupations are available for which the school might offer training?

9. Is the school meeting community needs for workers in office occupations and in the sales field?

10. Should the school offer training for agricultural workers based on information about the number of opportunities open in this area of employment?

These are only suggestive of the questions which will present themselves as occupational survey data are studied for their implications. The time and effort should be applied to the task of interpreting the data gathered. It is highly improbable that such a survey in any community will be without implications for changes of one kind or another in the school program.

STEP 14: *Reporting the survey data*

Upon completion of an occupational survey a report should be prepared pointing out significant findings. The report should be written in a style which will appeal to parents and other patrons of the school. Clear and concise interpretations of the survey results should be included. The report should be sufficiently specific to indicate the changes which it suggests for the school program without revealing the sources from which the data were obtained. The information provided by employers should be considered confidential; it should be used only for whatever beneficial effect it may have upon the community educational program.

OCCUPATIONAL SURVEYS
IN SMALLER COMMUNITIES

The procedures suggested for surveying job opportunities in a large community should be simplified when applied to smaller communities. A lesser number of employers having proportionately fewer payroll jobs, and the geographical area of smaller communities tend to alleviate the need for extensive presurvey planning. Likewise, the actual execution of the survey requires less time, involves fewer persons in gathering data from employers, and less effort in the tabulation and interpretation functions. The brief outline which follows is an adaptation of the survey procedure to fit smaller communities.

Preparing for the Survey

Though presurvey preparation must be carried out in any community, the task tends to reduce in scope in somewhat direct relation to community size. The preparatory steps will, in general, be informal, since personal relationships between survey personnel and employers are likely to be relatively close.

STEP 1: Getting official approval for the survey

The superintendent of schools will approve the survey project if he does not initiate it. Such approval is likely to come by word of mouth rather than by letter or signature of approval attached to an official proposal submitted to the board of education for their consideration.

STEP 2: Appointing a steering committee

The steering committee, if used as a formal group, may include school personnel, representatives of labor and management, representatives of labor and management, representatives of the state employment service if the community has a local office, and, perhaps, a member of the board of education and one or more pupils.

STEP 3: Appointing a survey director

The superintendent may place himself in charge of the survey, or he may assign that responsibility to a vocational teacher or coordinator, the high-school principal, or a representative of the local state employment office.

STEP 4: Selecting other survey personnel

The superintendent may designate certain teachers, pupils, or persons in the community to act as interviewers in gathering information from employers. He may wish to discuss the matter with the steering

committee, or with resource persons from the State Department of Education or the state employment service.

STEP 5: *Establishing survey objectives*

General objectives should be established before the survey forms are developed. These objectives will determine the specific information to be sought from employers.

STEP 6: *Planning survey publicity*

Publicity for the survey may be confined to a letter to employers explaining that the school is interested in discovering job opportunities for pupils and stating that an interviewer will call on them in the near future. If the community supports a daily or weekly newspaper, a story concerning the proposed survey will serve to prepare employers further for the arrival of an interviewer. Faculty meetings may be used to acquaint the staff with the survey proposal so that teachers may participate in all aspects of planning. It is desirable, also, to acquaint pupils with the plan through assembly programs or through classes.

STEP 7: *Preparing the survey forms*

Mimeographed or printed forms should be prepared for gathering information from employers. These forms may be planned by the survey director with suggestions from the steering committee, consultants, teachers, employers, or other persons whose suggestions may be considered helpful. The same information must be requested of all employers if the data gathered are to serve their purposes.

A letter of introduction for each interviewer may be unnecessary in most small communities. It is essential, however, that each interviewer have a prepared list of employers to be interviewed in order that each employer be called upon only once. The form used for obtaining employer information may be used in tabulating the data collected.

STEP 8: *Planning survey procedures*

The planning of procedures may usually be confined to explaining to interviewers the uses to be made of the information gathered, reviewing with them a few characteristics of a good interview, and ascertaining that each understands his job as an interviewer.

STEP 9: *Carrying on the survey*

The survey director should examine the completed questionnaires as they are turned in by the interviewers. To do so will reduce the number of incomplete returns from employers, as well as aid in identifying employers who decline to give the desired information to interviewers. This latter difficulty is more likely to be encountered if pupils serve as interviewers. In such instances, an adult may find the employer willing to cooperate once he understands the nature and purposes of the survey.

STEP 10: *Interpreting the survey data*

Since many small schools may be unable to make sweeping changes in educational offerings, *i.e.,* addition of new courses, adding expensive shop equipment, etc., the information gathered through the survey may be interpreted in terms of the number of job openings likely to occur for young workers in the near future. The data may suggest changes in course content to better equip young workers for certain jobs. This revision may often be carried out by smaller schools. There may be an indication of need for better acquainting pupils with job opportunities in the community. This may be accomplished by teachers offering such information in conjunction with the teaching of their regular subjects, through assemblies, cocurricular activities, or other organized groups.

STEP 11: *Reporting the survey data*

Providing employers and interested community agencies and individuals with a summary and an interpretation of the information

gathered through the survey is usually desirable. It may often serve to gain community support for curriculum modifications and extensions. Certainly, to provide employers with such a report will serve to express the school's appreciation for their cooperation in making the survey successful.

A SMALLER COMMUNITY SURVEY: CASE HISTORY

A Michigan community[4] of less than 8,000 inhabitants recently completed an occupational survey in which the plan suggested here was employed. A brief sketch of its origin and development follows:

Purposes of the Survey

The major purpose of the survey was to discover the number and kinds of employment opportunities likely to be available to high-school graduates and drop-outs within the twelve months following. Another purpose was to determine the adequacy of the school's occupational training curriculum for qualifying pupils for jobs requiring certain basic mechanical and clerical skills. Other information sought was concerned with the effectiveness of the school's occupational information and placement services, age requirements and educational level expected of young workers, and previous work experiences expected of young job applicants.

Initiating and Preparing for the Survey

The survey grew out of a series of discussions concerning the tendency of high-school graduates to seek employment in nearby Battle Creek and Detroit. The Superintendent of Schools and the Executive Secretary of the local Chamber of Commerce discovered through discussions with local employers that many entry occupations in business and industry were being filled with young workers from near-by smaller communities. It was ascertained, also, that many local high-school graduates were employed in Detroit and Battle Creek in jobs offering wages and promotional opportunities comparable to similar

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[4] Marshall, Michigan.

jobs in Marshall. With these preliminary facts at hand, the superintendent requested the assistance of the Guidance Services Division of the State Department of Public Instruction in laying plans for an occupational survey of the Marshall community. The superintendent, in the meantime, had discussed the possibility of a survey with members of the board of education and asked them to name *two of their* colleagues to membership on a steering committee. The addition of two high-school teachers, a Chamber of Commerce representative, two employers, a labor representative, two high-school pupils, and the writer completed the steering committee.

The superintendent served as nominal director of the survey with all planning carried out in a series of meetings with the steering group. The proposal was discussed with the high-school faculty and their assistance was sought in acquainting pupils with the project. Several releases were given to local newspaper during the planning of the survey, and others as the survey proceeded. The Chamber of Commerce representative explained the survey to business and industrial employers individually or in small groups. The superintendent, likewise, discussed the survey informally with parents, teachers, and employers at every opportunity during the period of preparation.

Forms for gathering data, assignment lists, and letters of introduction were prepared for interviewers by a subcommittee of the steering committee. Eight high-school seniors—four boys and four girls—were selected as interviewers. The writer met with them several times to discuss the purposes of the survey, the nature of the information to be sought from employers, and how to interview in a manner designed to get the information needed in the least possible time. Following these discussions, each interviewer was assigned three employers to interview on a "trial run." A meeting followed devoted to a discussion of the adequacy of the occupational survey form, difficulties encountered or anticipated in interviewing employers, and the length of time likely to be required for completing the gathering of the data.

Carrying Out the Survey

The interviewers were excused from classes at such times as they chose when they began seeing employers. Establishments employing

more than ten persons were called by phone before being interviewed. Each interviewer was responsible for making appointments with employers assigned to him. A list of employers was drawn up by the interviewers, the principal source of information being the local telephone directory, and assignments to interviewers were largely on the basis of geographical location. Many employers such as small merchants, doctors, dentists, lawyers, and insurance and real estate firms employed less than five persons and took relatively little interviewing time. The actual survey, including some return calls, required about two weeks. At the end of that period, the tabulation, interpretation, and reporting process was begun.

Tabulating, Interpreting, and Reporting the Survey Results

Tabulation of the survey data was carried out by the superintendent's clerical staff. A total of approximately 300 small and large employers filled out the survey forms.

Once the data had been tabulated, some preliminary interpretations were made by a subcommittee of the steering group. These were discussed by the committee and enlarged upon. The significant findings were summarized as follows:

1. There were more opportunities for employment in the community than could be met if all pupils who sought employment at graduation remained in the community.

2. The majority of the industrial jobs were in several small metal-manufacturing industries in the community. Oddly enough, an appreciable percentage of the boys who sought employment in Battle Creek and Detroit found it in metal-manufacturing industries. Though some of these youth had had part-time job experience in local metal industries, they sought similar jobs elsewhere upon graduation. (A follow-up study of former pupils, carried out about the same time, indicated that some of these youth left the community because they thought no job opportunities were available to them. Others indicated a desire to find jobs away from home.)

3. Many graduates of the commercial curriculum found employment as stenographers and clerical workers in industrial and business

establishments. Employers frequently volunteered the information that they held the high-school commercial department in high esteem.

4. The commercial department appeared to need more staff and equipment if they were to undertake secretarial training of the type desired by many local employers. The number of employment opportunities in this category did not seem to justify further expansion of such training facilities.

5. There appeared to be enough jobs on which skill in welding was required or preferred to justify the teaching of welding as a part of a general shop course.

6. There were enough part-time job opportunities in the community to indicate a need for part-time cooperative education in the curriculum. (Such a program had been offered but was discontinued because of inability to find a satisfactory teacher.)

7. The small percentage of former pupils employed locally who gave the school credit for assisting them to find jobs suggested that more attention should be given to acquainting pupils with the job opportunities discovered, and in helping them to get in touch with prospective employers.

8. More than 70 per cent of the job classifications listed by employers required high-school graduation for employment.

9. Less than 5 per cent of the jobs reported were open to youth under eighteen years of age.

Though there were other implications, the conclusions listed above were adequately supported by the data gathered. This information was sufficient to suggest careful consideration of some aspects of the curriculum with a view to modification in order to meet better the occupational training needs of high-school pupils.

OTHER USES OF THE SURVEY METHOD

A community occupational survey represents only one of several uses of the survey method for school purposes. To be sure, procedures vary in accordance with the nature, scope, and purposes of each survey to be carried out. Partial surveys may be employed to obtain information

of many kinds designed to improve the school's total educational program.

Surveys in a Curriculum Area

In some instances, the character of a community may suggest need for determining employment opportunities in a relatively narrow occupational area. For example, foundries in Muskegon, Michigan, employ a great many workers. A survey of foundry occupations there led to the establishment of a foundry shop in the public schools to provide certain types of technical training for prospective foundry workers. As one would expect, this survey was not only limited to the local foundry, but also sought specific information with respect to the types of technical skills needed by workers in entry occupations, minimum age for beginning workers, related training which the schools might provide, the number of job openings occurring each year, and other information which would lend direction to the curriculum in providing preliminary training for foundry workers.

A partial survey related to the business education field was made recently in Grand Haven, Michigan. The purpose of the survey was to determine the number of job opportunities in office occupations in the community. In addition, the schools wished to discover the kinds of office machines with which pupils seeking employment in this field should be familiar. Obviously, a survey of this kind provides a basis for evaluating a segment of the secondary school curriculum, as well as the adequacy of instructional equipment.

Surveys of Community Resources

The important place of community services in the guidance program points to the need for a knowledge of the nature of those services in the community. In the course of an in-service training program for the staff of the Niles, Michigan, schools it became evident that information concerning the extent and availability of community resources was inadequate. Consequently, a faculty committee assigned itself the task of locating and identifying agencies, organizations, and individuals in Berrien County whose assistance would lead to a wider range of services to pupils in the school system.

With the assistance of the staff, the committee compiled a list of service agencies and organizations. The list was supplemented through use of the local telephone directory. A questionnaire was then sent to each identified group requesting information concerning the nature and scope of services available to pupils either directly or through the school. The services discovered exceeded the fondest hopes of the committee both in nature and in extent.

Other Types of Community Surveys

Partial surveys not only serve to open up new channels of opportunity for pupils in the schools but also provide excellent experiences for pupils who participate in them. A number of communities have conducted surveys to discover recreational facilities for youth. A survey of this kind in St. Joseph, Missouri, resulted in an offer from a bowling alley proprietor to make his establishments available on Saturday mornings without cost to high-school pupils. The same survey led to the formation of the Mayor's Committee on Youth Recreation, which brought out enlargement of the city's supervised playground facilities. In addition, a number of existing recreational opportunities were more widely used as a result of a better understanding of their nature and availability to youth in the community.

A homemaking class in one community carried out a survey to determine the kinds of electrical home appliances used by housewives in the community. This survey revealed some interesting facts which suggested modifications in the homemaking program. On one hand, the pupils involved in the survey found some rather widely used labor-saving appliances in community homes not included in the homemaking department's equipment. On the other, a number of homes in one section of the small community were equipped with wood stoves for cooking purposes. The question raised by these discoveries was an age-old one: If school is life, how broad should be its curricular experiences?

The uses of the survey method for discovering additional services and sources of experience for pupils are suggested by the foregoing illustrations. Those included by no means exhaust the range of purposes for which the survey method may be profitably employed.

Surveys as Class Projects

One of the major values of community surveys of all types is the experience which they provide for pupils and teachers who participate in their planning and execution. The opportunities provided pupils for learning about the social and economic aspects of community life through participation in surveys cannot be equalled by any teaching which is confined to the four walls of the classroom. Information gained through personal contact with its source is much more likely to be meaningful to the individual.

Fortunately, school subjects, almost if not completely without exception, offer excellent opportunities for survey experiences related to subject content. Citizenship classes may study interesting aspects of local government, civic enterprises, social and economic aspects of community life. History classes are well adapted to historical studies of community growth and development. English classes might study certain social or occupational areas of community life in which effective use of written and spoken English is of major importance. Every subject taught in the schools should bear some relation to life, and might, therefore, form the basis for pupil experiences in discovering its relationships to life in the local community. Though the process offers a means of promoting growth through survey experiences, the information collected should be also meaningful to pupils.

PLANNING AN OCCUPATIONAL CONFERENCE

Local citizens have a responsibility for cooperating with the community school in preparing pupils for occupational life. Members of the community discharge this responsibility, in part, by providing work-experience and placement and adjustment services for pupils who have need for them. On the other hand, the school staff has a responsibility for utilizing the talents and interests of community citizens in carrying out the educational program.

Occupational information and orientation is one of the many needs of pupils to which the community can contribute. Occupational conferences provide such an opportunity. Though the information pro-

vided for pupils through occupational conferences is less objective many times than that provided through effective classes in occupations or through printed occupational materials, it is nevertheless valuable as one aspect of occupational orientation. The plan suggested here for carrying out an occupational conference is designed to provide the kinds of occupational information which will best aid the process of occupational orientation for high-school pupils.

Purposes of an Occupational Conference

A properly planned occupational conference will serve to meet several major objectives of the high school with respect to pupils and community relationships. These objectives may be stated as follows:

1. To provide pupils with first-hand information about the opportunities and requirements of several occupational areas in which each is interested.

2. To motivate pupils to continuously seek realistic information about occupational life.

3. To stimulate the school and community to develop an interest in assisting pupils to match their individual aptitudes and interests with an appropriate occupational area.

4. To acquaint the community with the school's interest in aiding pupils to plan for post-high-school training and employment.

5. To reveal more clearly to community agencies and individuals their responsibility for aiding the school in providing for pupils reliable information about available occupational and training opportunities, and in providing placement services and work opportunities for pupils.

Getting Faculty Support

The success of an occupational conference depends in a large measure upon the cooperative efforts of the school staff. Though school administrators must provide effective leadership, the real work involved in an occupational conference falls upon the staff. The tasks with which teachers must assist in preparing for and carrying out the conference include the following:

1. Acquainting pupils with the nature and purposes of an occupational conference.

2. Conducting preconference group discussions by pupils relating to occupational interests, choices, and training requirements.

3. Assisting with the discovery and tabulation of pupils' occupational preferences.

4. Serving as hosts to visiting instructors during the conference.

5. Assisting with general supervision of the conference program.

Obtaining a Community Sponsor

Since visiting instructors from the community will have a major part in the conference, it is often desirable to arrange for a local sponsor for the event. Such sponsorship serves to provide assistance in publicizing the event and in securing the services of qualified instructors. Service clubs, local merchants' associations, women's organizations, and parent-teacher or other community groups make desirable sponsors. If the conference is to be sponsored by a community group, plans relating to sponsorship should be completed before plans for the forthcoming conference are announced. Representatives of the sponsoring group should have a part in planning the details of the day's activities.

The Occupational Conference Committee

A committee of administrators, teachers, pupils, and sponsor representatives may be effectively employed in planning details of the conference. This group should be responsible for such functions as:

1. Planning preconference discussions about occupations through classes, homerooms, and cocurricular and other pupil groups.

2. Devising a method of obtaining and tabulating the occupational interests of pupils.

3. Securing the services of visiting instructors.

4. Arranging the day's schedule for occupational discussion groups.

5. Establishing a plan for issuing individual schedule cards to pupils.

6. Presenting the purposes of the conference to teachers to solicit their support and suggestions.

7. Assigning definite duties to faculty members who are to assist with carrying out conference activities.

8. Preparing publicity releases designed to acquaint the community with the occupational conference plan and purposes.

Getting Ready for the Conference

The extent to which an occupational conference will achieve the objectives stated earlier will be determined largely by the care with which it is planned. The conference committee is responsible for preparing the staff, pupils, and the community for the conference.

Preconference Activities for Pupils

The conference committee should prepare a list of suggested activities designed to acquaint pupils with the need for carefully considering the choice of an occupational field. Several class or homeroom periods should be given over to these preliminary activities. Some suggested activities in this connection are:

1. Have pupils prepare short talks on the subject: "Why I am interested in _____ as a vocation."

2. The teacher might designate certain pupils to examine occupational materials available through the school library and report their general nature to the group.

3. The group might work out an outline of the facts they would like to have about a vocation before considering a choice.

4. This question might be presented to the group: "How should your choice of subjects in high school be influenced by your occupational interests?"

5. If the activity in item 2, above, is carried out, pupils might be asked to name occupations in which they are interested but about which little or no occupational information materials are available in the school.

6. A committee of pupils might be asked to prepare a short skit for assembly on how and how not to conduct oneself in an interview with a prospective employer.

7. Carry out a systematic group study of some occupation or occupations in which a number of pupils in the group are interested.

8. The group might attempt to make a complete list of all of the kinds of occupations in the community. This project would serve to awaken pupils to the tremendous number of ways in which adults earn a living.

Preconference Activities for Teachers

The proposed occupational conference should be presented to the staff by the school administrator. This step should be taken before a conference committee is formed to begin with planning. This presentation should include a statement of conference objectives and a general statement concerning the plan which might be followed in carrying out the conference. Staff members should be given an opportunity to raise questions and make suggestions with respect to the conference. At this meeting tentative plans should be made for forming the conference committee.

Discovering Pupils' Vocational Interests

The discovery and tabulation of pupils' vocational interests should be completed early in the process of planning the occupational conference. Below is a suggested form for obtaining pupils' choices.

Please write in the blank spaces below the three vocations which you would like to hear discussed during the occupational conference which is being planned. Write your first choice on the line numbered "one," your second on line "two," etc.

Please write in three choices.

Name_____Grade_____Homeroom_____

1._____

2._____

3._____

Tabulation of the occupational interests of pupils will reveal those for which visiting instructors will be needed. Ordinarily a few unusual occupational interests will be expressed by pupils for which visiting

instructors cannot be obtained. Moreover, these unusual interests will seldom be expressed by a sufficient number of pupils to justify an attempt to meet them. Pupils who indicate interest in occupations for which instructors cannot be obtained should be asked to substitute other choices.

Some schools follow the plan of submitting to pupils a list of occupations from which to choose—usually only those for which instructors are known to be easily available. The chief limitation of this procedure lies in the fact that the major vocational interests of some pupils may not be met. The opportunity for free choice by pupils is desirable. Changes may later be made in the event that visiting instructors cannot be had for all occupations in which pupils express interest.

Selecting Visiting Instructors

It is a function of the conference committee to select visiting instructors. The following suggestions may be helpful in making selections with a view to using persons who will be most effective with pupil groups.

1. Persons of middle age or younger are usually desirable. Older persons often tend to relate personal experiences rather than present an objective account of their respective occupations.

2. Other factors being equal, instructors who are reasonably fluent make better instructors.

3. Don't choose persons, especially from the professions, who are overwhelmingly successful. Their very presence tends to glamorize the occupation in the minds of pupils.

4. Don't select instructors who are the acme of personal charm. Pupils tend to identify themselves with such persons rather than with the occupation.

5. Try to select instructors who tend to typify persons in the occupation. They will more nearly resemble the pupils who have an abiding interest in the occupation.

6. Choose instructors who are personally and professionally respected in the community, who are temperamentally capable of dealing effectively with pupils, who have a sense of human and occupa-

tional values, and who have time to prepare for their task as a visiting instructor.

7. Select persons from the area served by the school insofar as possible. However, visiting instructors from other communities should be obtained if a sufficient number of pupils indicate an interest in an occupational area for which a local person is not available.

8. Within the limits of sound choice, select as many instructors as possible from among persons affiliated with the community group which is sponsoring the occupational conference.

Inviting Visiting Instructors to Serve

Visiting instructors should be invited to participate in the conference by letter. The written invitation should cover the major points dealing with the nature of the conference and the functions of visiting instructors. A sample letter of invitation follows:

Mr. James Wickstram
City National Bank
Wadeston, Michigan

Dear Mr. Wickstram:

The Wadeston Community Club is sponsoring an Occupational Conference at the senior high school on Tuesday, February 14. Each pupil in high school has indicated the three occupations in which he is interested; thirty-four (34) listed banking occupations as those in which they are most interested, twenty-four (24) listed banking occupations as their second choice, and eighteen (18) as their third choice.

A schedule has been worked out so that all pupils in the senior high school may hear three different occupations discussed by persons now successfully engaged in those occupations. Visiting instructors will have forty (40) minutes to discuss the opportunities and requirements of their respective occupations. Pupils have indicated a desire to have fifteen (15) minutes of this time set aside for directing questions to the speaker. The planning committee wishes to invite you to discuss "Banking Occupations" with the three groups of interested pupils. To do this would require your presence at the high school from 9 to 12 on Tuesday morning, February 14.

In order that all visiting instructors may provide pupils with essentially the same information about their respective occupations, the committee respectfully requests that the outline below be followed in preparing and presenting your conference talk.

Banking Occupations

1. Duties of workers in the occupation.
    a. Exactly what workers do.
    b. Working conditions peculiar to banking occupations.
2. Preparation required of workers.
    a. Is college training necessary or desirable?
    b. What high-school subjects are most appropriate for workers?
    c. What other preparation, if any, is necessary?
    d. What length of time is required for special training?
    e. What is the estimated cost of required preparation?
    f. Where may one obtain the necessary preparation?
3. What are the major desirable and undesirable features of banking oo cupations from the worker's point of view?
4. What are the chief personal characteristics required of workers?
5. What approximate average income can the beginning worker expect? What income when established?
6. What opportunities for advancement do banking occupations offer? Mention several beginning jobs in banking opportunities for advancement in each.
7. How does one get started in banking occupations? How much capital, if any, must one have?
    Note: Please reserve the last fifteen (15) minutes of the conference period for answering pupils' questions concerning banking occupations.

A meeting of all visiting instructors will be held at the high school on Monday evening, February 13, at 7:30. This meeting will be devoted to answering any questions which you may have concerning the occupational conference program. At that time details of the conference will be discussed more fully than is possible by letter.

The committee sincerely hopes that you will accept this invitation to assist in making the conference a real service to the pupils of Wadeston High School. May we have your favorable reply at your earliest convenience?

> Sincerely yours,
> *James Milton, Chairman*
> *Occupational Conference Committee*

Setting Up the Conference Schedule

The following sample schedule of visiting instructors' group meetings with pupils will be helpful in planning the day's activities. The assignment of room space to conference groups should take into ac-

count such factors as group size, special equipment requested by visiting instructors, etc.

OCCUPATIONAL CONFERENCE SCHEDULE

Visiting Instructor	Faculty Sponsor	Room No.	Period One	Period Two	Period Three
Mr. E. Jones	Mr. Black	210	Agriculture	Same	Same
Mr. G. Scott	Miss Price	106	Beautician	Same	Same
Mr. P. Wade	Mr. Wills	108	Auto Mechanics	Same	Same
Mr. C. Ivers	Miss Kane	208	Journalism	Same	Same
Mr. J. Myers	Mr. Brown	104	Teaching	Same	Same
Dr. Wayne	Mr. Hope	113	Medicine	Same	Same

TIME SCHEDULE

Period	Time	Place	Person in Charge	Activity
1	8:30–8:40	Homerooms	Homeroom Teachers	Distribute individual conference schedules to pupils
2	8:45–9:15	Auditorium	Principal	Occupational conference speaker
3	9:20–10:00	Conference Rooms	Visiting Instructors	Speakers and group discussion
4	10:05–10:45	Conference Rooms	Visiting Instructors	Speakers and group discussion
5	10:50–11:30	Conference Rooms	Visiting Instructors	Speakers and group discussion
6	11:35–12:00	Homerooms	Homeroom Teachers	Evaluation of the occupational conference

Individual Pupil Schedule Card

After the conference schedule has been prepared it is desirable to provide each pupil with a schedule card. Pupils should be scheduled to attend the occupational group of their third choice first, followed by second choice, and in the last period to the occupation of their first choice. This order serves to provide experience for visiting instructors and pupils, so that when pupils reach the occupational group

of their first choice the instructor will have had an opportunity to develop skill in presenting his subject, and pupils will be better able to profit from the presentation. The following form illustrates the content and arrangement of the schedule card.

Name	Edward Jordan		Homeroom No.	106
Period	Time	Room	Subject	Person in Charge
1	8:30–8:40	Homeroom 106	Distribution of schedule cards	Miss Kane
2	8:45–9:15	Auditorium	Conference Speaker	Principal
3	9:20–10:00	104	Teaching	Mr. Myers
4	10:05–10:45	113	Medicine	Dr. Wayne
5	10:50–11:30	210	Agriculture	Mr. Jones
6	11:35–12:00	106	Conference Evaluation	Miss Kane

Individual schedule cards should be issued to pupils just prior to the beginning of conference activities. If a regular homeroom period is not provided in the daily schedule, pupils should be scheduled to report to their first period classes to receive their schedule cards. Cards issued before the day of the conference may be misplaced, thus requiring that new cards be issued on the day of the conference.

Going Through a Trial Schedule

A few minutes of the day preceding the conference should be given over to running through a trial schedule. Individual cards should be issued during the homeroom period and taken up by the homeroom teacher upon the return of pupils there at the close of the trial program. When collecting the schedule cards at that time, homeroom teachers should ascertain whether any pupil has encountered difficulty in reaching the group meetings indicated on his schedule card. Errors in scheduling should be corrected before the day of the conference.

Assigning Teacher Sponsors

Each conference group should have a faculty sponsor. At the close of the opening assembly program, sponsors should conduct visiting instructors to the classroom which has been assigned them. At the beginning of each group meeting, sponsors should introduce visiting instructors to pupils. Each sponsor should familiarize himself with pertinent facts about the occupation to be discussed by the visiting instructor whom he serves as official host. Some groups may need to be stimulated to ask questions at the close of the visiting instructor's remarks and an informed sponsor can usually provide the needed stimulation by getting out questions for group discussion. Though the trial schedule of the previous day will keep errors in scheduling to a minimum, a few pupils are likely to get into wrong groups. The sponsor teacher can answer questions relating to the schedule and thus free the visiting instructor of any responsibility for administrative detail.

Preconference Orientation for Visiting Instructors

It is advisable to invite all instructors to attend an orientation meeting a day or two prior to the date of the conference. Some of the things which should be accomplished by such a meeting are these:

1. Provide instructors with an opportunity to get acquainted with others who are to participate in the conference.

2. Familiarize them with details concerning the conference plan and purposes.

3. Conduct instructors through the building, with particular attention to their assigned rooms.

4. Assure instructors that they are not expected to be familiar with all the principles of teaching; that they have occupational information in which pupils are interested, and that they will be courteously received by pupils.

5. Urge instructors to avoid the tendency to overemphasize the desirable features of the occupation in which one is engaged. Pupils tend to develop glamorous misconceptions of the occupations in which they are interested. Especially is this true of such occupations

as radio, nursing, journalism, medicine, law, engineering, aviation, and a few others.

6. Emphasize the need for supplying pupils with realistic information about the world of work. The following data may be helpful in acquainting instructors with the tendency prevalent among many high-school pupils to choose "white collar" occupations.

DISTRIBUTION OF ADULT WORKERS ACCORDING TO
FOUR MAJOR OCCUPATIONAL AREAS

Professions	Industrial Occupations	Business	Agriculture
7%	54%	20%	19%

OCCUPATIONAL CHOICES OF HIGH-SCHOOL SENIORS[5]

Professions	Industrial Occupations	Business	Agriculture
33%	2%	15%	15%

The foregoing data reveal certain tendencies with respect to the lack of realism with which high-school seniors consider the problem of occupational choice. Among the conclusions which we might draw from them are these:

1. More than 26 per cent desire to enter the professions, when only 7 per cent of the adult population is now engaged in professional occupations. The belief that professional occupations offer greater earning opportunities and the desire to enter a "white collar" occupation are among the factors which prompt a disproportionate number to choose a professional career.

2. The fact that only 2 per cent choose the skilled trades and related occupations suggests again the "white collar" fallacy. Moreover, the small percentage of pupils interested in industrial occupations suggests a lack of information about the earnings of many workers in those occupations.

[5] An unpublished study by Glenn E. Smith. It included 500 Missouri high-school seniors.

3. Though 15 per cent indicate an interest in agriculture, they do not know that approximately 37 per cent of all agricultural workers are farm laborers who neither own nor operate farms.

4. Of the 15 per cent of pupils interested in business occupations, only a relatively small number will become operators or owners.

5. Only 65 per cent of the high-school seniors who were asked to indicate their vocational interests were prepared to make a choice. The remaining 35 per cent indicated they had insufficient knowledge of and interest in any occupational field to make even a tentative choice. A properly planned occupational conference of the type described here should serve to provide pupils with objective information about several occupational fields and thus encourage them to seek further information concerning the opportunities and requirements of a number of occupations.

Carrying Out the Conference Schedule

HOMEROOM: PERIOD 1

During this period, homeroom teachers should distribute conference schedule forms to pupils. Teachers should encourage pupils to be prompt throughout the day's schedule. Visiting instructors will wish to begin and end each group meeting on schedule and are likely to regard tardiness as a discourtesy.

AUDITORIUM: PERIOD 2

It is desirable to have an outside speaker for the opening assembly program. This occasion should serve to emphasize to pupils the purpose of the day's program as it relates to their needs for information about the requirements and opportunities of a wide range of occupations. The assembly speaker might be a representative of the community organization which sponsors the conference. In any event, the person selected should be able to speak effectively to high-school pupils. Visiting instructors should be seated on the auditorium for the assembly program and should be introduced during the assembly program.

CONFERENCE CLASSES: PERIODS 3, 4, AND 5

At the close of the assembly period each faculty sponsor should conduct the visiting instructor to whom he is host to his assigned classroom. Sponsors should remain with instructors for the purpose of introducing them to their group, as well as to perform any administrative functions which may arise.

EVALUATION: PERIOD 6

At the close of the group meetings pupils should be scheduled to return to homerooms for discussion and evaluation of their experiences. Teachers should encourage them to point out the desirable and undesirable features of the conference program. By making notations of constructive criticisms and suggestions, future occupational conferences can be made more profitable for pupils. Suggestions which might lead to improvement should be referred to the conference committee for use in planning similar programs in the future.

Follow-Up

As previously suggested, one of the chief values of an occupational conference grows out of its tendency to arouse pupils to a recognition of the need for choosing an occupational area rather than "drifting into a job." The conference committee should continue its work after the event has concluded to make certain that an adequate fund of occupational information is located in the school, that it is properly filed and cataloged for convenient use by pupils, that pupils are familiarized with its availability, and that they are acquainted with the system of filing unbound materials and pamphlets.

The committee should also accept responsibility for encouraging the use of standardized tests in the school for measuring the vocational interests and aptitudes of pupils.

Counseling services will be needed to assist pupils to locate sources of information related to specific occupational areas, and to develop skill in matching individual interests and aptitudes with occupational opportunities and requirements.

Teachers should be encouraged to provide occupational informa-

tion related to their respective subject-matter fields as a regular part of the instructional program. It may be desirable to organize a course, or units, in occupational information so that all pupils may be introduced to the problems and methods of occupational selection.

Finally, it should be emphasized to pupils that intelligent occupational choice depends upon obtaining realistic information about a wide range of occupations and their opportunities and requirements, and that this information has significance for the individual in direct ratio to his knowledge and understanding of his own personal assets and liabilities. One day of superficial consideration of the world of work—and an occupational conference is scarcely more than that if it is not followed up—will offer relatively little assistance to pupils in choosing a life's work. The real worth of such a conference depends upon whether it is used as a starting point for developing adequate occupational information for pupils as one of the services of a comprehensive guidance program. This service, of course, represents only one aspect of a guidance program, and its value to pupils in the absence of all other essential guidance services will be adversely affected.

OCCUPATIONAL CONFERENCES IN SMALLER SCHOOLS

The procedures suggested in the preceding pages for planning and holding an occupational conference will usually need to be modified in smaller schools. The conference purposes, however, are essentially the same in schools of all sizes.

Faculty understanding and participation are essential if the conference is to serve the purpose of stimulating teachers and pupils to consider occupational planning as a long-time undertaking, and to consider daily classwork as having value to pupils in that planning. Faculty meetings and teacher committees should be used in preparing for such a conference.

Smaller communities often do not have service clubs or other organizations suitable for sponsoring an occupational conference, nor do they always use community representatives in the planning com-

mittee. However, it is usually desirable to have lay persons in this latter capacity if they are obtainable. The planning work is often done by the principal and a small committee of teachers and pupils.

An occupational conference will be more meaningful to pupils if some time is given to intensive discussions of occupational planning prior to the day of the conference. This may be done through homerooms or regular classes.

Some simple method of learning about pupils' occupational interests is necessary in order to secure speakers from occupations in which pupils are interested. Pupils may be asked to list two or three occupational choices and thus avoid the need for preparing special forms to get this information.

Procuring conference speakers is usually a difficult problem in smaller communities. In some instances, it may be necessary to restrict the scope of interest groups because of a limited number of resource persons. However, it is often possible to obtain speakers from neighboring communities and from state agencies and institutions without cost to the community. Health, forestry, conservation, and other state agencies are usually quite generous in providing resource persons for local schools. Local persons may be invited by personal call, and letters of invitation may be dispatched to other persons whose services are desired.

While individual schedule cards for pupils are usually unnecessary in smaller schools, a schedule of the day's activities should be provided for them. A trial schedule is usually unnecessary since pupils are familiar with the location of classrooms where groups will meet.

Though visiting instructors can be expected to find their lecture rooms in smaller schools without assistance, the rule of courtesy suggests the advisability of assigning a teacher to serve as host for each instructor. It is helpful, but not essential, to invite representatives of visiting institutions to the school for orientation prior to the day of the conference.

In carrying out the conference scheduled, relatively little attention need be paid to many of the details which occupy the staff of a large high school. Schedule sheets may be placed conveniently in the hall

INTERVIEWER'S SCHEDULE FORM

Interviewer———— Date————

1. City————
2. Address of Establishment————
3. Name of Establishment————
4. Informant————
5. Title————

OCCUPATIONAL QUALIFICATIONS INVENTORY
All information is strictly confidential.
To be used for statistical purposes only.

Does the firm operate an employee training program?
Could the public schools provide needed training for employees?
Describe the kind of training desired.

Line No.	Code	All occupations in establishment (full time)	Number part-time workers in each occupation			Total number employed in each occupation			Number of youth under age 25 employed in each occupation			Number of youth hired for each job during the last 12 months		
			Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
X		11	12	13	14	15	16	17	18	19	20	21	22	23
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														

6. Nature of Industry _____
7. Type of product or service _____
8. Average number employed during busy season and approximate dates _____

Length of busy season _____
Average number employed during slack season and approximate dates _____

Length of slack season _____

9. Most frequent source for recruitment of new employees under age 25 (Check one)
( ) 1. Voluntary application
( ) 2. State Employment Service
( ) 3. High school placement service
( ) 4. Business college, trade school
( ) 5. Private employment agency
( ) 6. Labor union
( ) 7. Employers' Association
( ) 8. "Help-wanted" advertisement
( ) 9. Reference of friends, employees, etc.
( ) 10. Other, specify

Qualifications for employment in jobs on which youth under 25 are employed

Age requirements						Marital status		Educa. requirements	Add. Ed. requirements	Vocational training requirements	Work exp. requirements	Number of full-time farmers employed in each occupation	Code: See explanation below	Number of part-time farmers employed in each occupation	Code: See explanation below
Minimum age for employment		Most desirable age for employment		Maximum age for employment		1. Single 2. Married 3. Either		1. 8 gr. 2. Bus. coll. 3. Hi-sch. grad. 4. Some coll. 5. Coll. grad.	1. None 2. Bus. 3. Trade school 4. Coll. work	1. None 2. General training 3. Specific training (specify) 4. Apprenticeship	1. None 2. Any job 3. Similar job 4. Same job	In addition to farm employment, some farmers are employed on full or part-time jobs away from the farm. Fill in the information below for all occupations. Under Code designate each as follows: O = Owner and operator P = Partner R = Renter W = Worker			
M	F	M	F	M	F	M	F								
24	25	26	27	28	29	30	31	32	33 Y	34	35 Z	36	37	38	39

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DATA ON SPECIFIC OCCUPATIONS

Name of company_____

Products_____

Persons interviewed_____

Interviewer_____ Date_____

Title of occupation_____

	MEN	WOMEN
Number of fully skilled employees in this occupation . .		
Number of learners or apprentices		

	MEN	WOMEN
Age grouping — Under 20		
20–30		
30–40		
Over 40		
Annual turnover		
Aptitudes necessary		
Minimum education required		
Increasing or decreasing demand for trained workers . .		
Is the work seasonal?		
Time necessary to learn the trade		
Is training desirable before employment? . . .		
Is there a plant training program? . . .		
Are trained workers available?		
Sources of trained workers		
Is there preference for certain nationalities? . . .		
Is there need for apprentice training? . . .		
Is there need for upgrading training for employees? . .		

ANALYSIS OF EMPLOYEES IN A METAL MANUFACTURING COMPANY

Name of company_____

Persons interviewed_____

Interviewer_____Date_____

OCCUPATION	NUMBER OF EMPLOYEES	
	MEN	WOMEN
Office		
Salesmen		
Accountants		
Clerks		
Stenographers		
Others		
Engineering and drafting department		
Designers		
Technical assistants		
Draftsmen		
Tracers		
File clerks		
Blueprint boys		
Others		
Manufacturing departments		
Foremen		
Toolmakers		
Machinists		
Apprentices		
Helpers		
Machine operators		
Bench workers		
Welders		
Heat treaters		
Patternmakers		
Molders		
Assemblers		
Inspectors		
Millwrights		
Electricians		
Laboratory technicians		
Others		
Shipping and receiving department		
Foremen		
Clerks		
Packers		
Others		

ANALYSIS OF EMPLOYEES IN LOCAL BUSINESS CONCERNS

BUSINESS OR INDUSTRIAL OR AGRICULTURE, ETC.	NUMBER OF EMPLOYERS	EXECUTIVES	NUMBER OF EMPLOYEES			
			Technicians	Skilled workers	Semi-skilled workers	Laborers
Auto salesrooms	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Auto supply stores	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Bakeries	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Barber shops	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Beauty shops	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Building contractors	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Buildings with sup'ts	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Cleaning and dyeing	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Coal dealers	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Department stores	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Dress shops	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Drug stores	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Dry goods stores	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Electrical stores	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Florists	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Garages	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Greenhouses	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Grocery stores	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Hardware stores	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Hospitals	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Hotels	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Jewelers	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Laundries	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Lumber dealers	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Meat markets	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Men's clothing stores	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Millinery shops	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Music stores	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Photographers	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Plumbing shops	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Printing shops	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Radio shops	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Restaurants	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Service stations	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Shoe repair shops	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Shoe stores	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Tailors	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Theaters	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Variety stores	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·

so that pupils may get them. The conference follow-up may be held on the day following the conference during homeroom or regular class periods if such a plan seems to be more desirable.

SUGGESTIONS FOR FURTHER READING

1. Anderson, Stuart, "Community Occupational Surveys: An Evaluation," *Occupations*, December, 1949. Pp. 174–176.
2. Bedell, Ralph C., *Career Conferences*. Lincoln: Nebraska State Department of Vocational Education, 1949.
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4. Erickson, C. E., *A Basic Text for Guidance Workers*. New York: Prentice-Hall, Inc., 1947. Chapter 13, "The Community Occupational Survey"; pp. 514–20, "Suggestions for Career Days."
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7. Hoppock, Robert, *Group Guidance Principles, Techniques, and Evaluation*. New York: McGraw-Hill Book Company, Inc., 1949. Pp. 104–05.
8. Michigan Department of Public Instruction, Office of Vocational Education, *Determining Occupational Training Needs*. Lansing, 1948.

THE COUNSELING SERVICE

THERE IS need for some fundamental distinctions between *counseling* as an incidental activity of school personnel and the *counseling service* as a planned function of the guidance program. It is sometimes assumed that every teacher is a counselor without respect to training, interest, personality, or other consideration, and that there is, therefore, no need for a planned counseling service. Those of us who subscribe to the viewpoint that certain competencies underlie effective counseling are likely to consider incidental counseling as supplementing rather than replacing the counseling service. The concept of counseling as a service, we believe, implies planned provisions for serving the unique needs of pupils through the person-to-person relationship of counselor and counselee. The counseling service involves staff members who perform the duties of a counselor in an effective fashion as a result of training and personal qualifications which are essential to effectiveness. Moreover, one would expect such conditions as scheduled time, adequate pupil records, necessary supplies and materials, and counseling quarters to be recognized as essential to the counseling service.

Pointing out the distinctive characteristics of the counseling service should not be construed by the reader to imply that teachers are never competent counselors, nor that teaching and counseling are mutually exclusive functions. It should suggest, however, that effective counseling requires certain identifiable competencies on the part of the counselor, as well as a schematic plan for making the services of the counselor available to all who need them. The instructional activities of the school staff are planned to the point of careful detail, including the hour each subject is taught, the room in which it is taught, and the teacher who is assigned to a particular room, subject, and hour. Not infrequently a course of study is provided which determines specific areas of subject matter to be covered in a given quarter,

semester, or year. Though it is neither possible nor desirable to plan the counseling service in such detail, it is imperative that counselors be selected with a degree of consideration for qualifications equal to that employed in the selection of teachers, and that counseling activities be adequately planned as a service to individuals.

One finds it difficult to accept as a reason for not having a planned counseling service the statement that "all of our teachers are counselors," or that "our teachers are all guidance teachers." The hoped-for ideal of every teacher acting as an effective counselor still appears to be far in the future. Arbuckle candidly points out that "in many American schools today the majority of teachers, because of lack of training, are simply not capable of doing effective counseling."[1] In the meantime, the needs and problems of adolescents continue to exist if not actually to multiply.

Characteristics of the Counseling Service

The counseling service is characterized by several attributes upon which its effectiveness depends. It is impossible to single out any one of these characteristics as being of greater importance than any other. Suffice it to say that the absence of any one will seriously hamper, if not completely vitiate, the counseling service.

These attributes are perhaps more than characteristics of the counseling service. They might be more appropriately described as principles. Though they are discussed in a later chapter in relation to some factors which condition their operation in the guidance program, their particular application to counseling warrants a brief consideration of them at this point.

The nature of counseling as an individualized service makes its development administratively more difficult in many schools. Its position as the focal service of the guidance program requiring skills not possessed by every teacher often causes it to develop more slowly than do some of its supporting services. In attempting to provide time for counseling, for example, the principal is often faced with such handicaps as lack of funds, qualified and interested staff members, the

[1] From Dugald S. Arbuckle's *Teacher Counseling* by permission of Addison-Wesley Press, Inc., publishers. Copyright 1950. P. 10.

availability of in-service training, and other related administrative problems. Hence the principles of administrative support, competent staff leadership, and several others are called to the attention of the reader in direct relation to the counseling service.

Administrative Support

Acceptance of the counseling service by teachers, pupils, and the community will be perceptibly conditioned by the enthusiasm and support brought to it by the superintendent and the principal. Since the principal is the administrative representative in his school, the responsibility for administrative leadership in the guidance program falls upon him. His functions in this connection are both psychological and practical. In addition to lending moral support to the staff, he should provide essential personnel, counseling time, physical facilities, and materials and supplies needed for counseling and its supporting activities. Through staff conferences, talks to pupil and community groups, and through other means at his command, he should contribute to the development of appreciation for the counseling service. To be sure, pupils, parents, teachers, and the community will have no higher regard for the service than that displayed by the principal.

Fowler[2] points out that if the counseling service is to be effective it is necessary for the administrator:

1. To see counseling as being not only a professional service, but a *unique* professional service.
2. To see the counseling service as being not only a set of integral activities, but necessary integral activities in the school.
3. To see the counseling service as requiring special attention to insure proper coverage.
4. To see the counseling service as dependent upon good organization and working relationships.
5. To see counseling as requiring certain supporting services and facilities.
6. To see the counseling service in the school as yielding important by-products.

[2] Fowler, Fred M., *Guidance Services Handbook*, Salt Lake City: State Department of Public Instruction, 1948.

Competent Leadership

The responsibilities inherent in providing professional leadership in the counseling service require that this function be lodged in a staff member who has the essential competencies of a skilled leader. The leadership function involves assisting teachers to contribute to the guidance program through those activities which support the counseling service, aiding them to develop progressively the competencies essential to counseling as teachers, developing working relationships with staff members and representatives of community agencies, and coordinating the activities of staff and community as they work together in the guidance program. The in-service training function of the program leader suggests that the counseling service cannot develop beyond the level of his highest competencies. Consequently, a serious limitation may be placed upon the scope and effectiveness of the counseling service if the program leader fails to measure up to his responsibilities.

The conditioning role of the program leader does not suggest that the school defer the task of developing a counseling service until a leader can be obtained who has attained all of the competencies required for maximally effective leadership. The important consideration in this connection is that the counseling service not attempt to assist pupils with problems which are beyond the scope of the competencies possessed by staff members. Staff and individual limitations should be recognized and appropriate in-service training provided to dissipate them. In the meantime, supporting services may be further developed and available community services utilized to augment the services provided by staff members.

Staff Cooperation and Participation

The counseling function, *per se*, utilizes a relatively small portion of the total time required for carrying on all the guidance activities needed to support adequately the counseling service. Some of the supporting services which point to the urgent need for staff cooperation and participation are those concerned with gathering and assembling

availability of in-service training, and other related administrative problems. Hence the principles of administrative support, competent staff leadership, and several others are called to the attention of the reader in direct relation to the counseling service.

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Staff Cooperation and Participation

The counseling function, *per se*, utilizes a relatively small portion of the total time required for carrying on all the guidance activities needed to support adequately the counseling service. Some of the supporting services which point to the urgent need for staff cooperation and participation are those concerned with gathering and assembling

availability of in-service training, **and** other related administrative problems. Hence the principles of administrative support, competent staff leadership, and several others are called to the attention of the reader in direct relation to the counseling service.

Administrative Support

Acceptance of the counseling service by teachers, pupils, and the community will be perceptibly conditioned by the enthusiasm and support brought to it by the superintendent and the principal. Since the principal is the administrative representative in his school, the responsibility for administrative leadership in the guidance program falls upon him. His functions in this connection are both psychological and practical. In addition to lending moral support to the staff, he should provide essential personnel, counseling time, physical facilities, and materials and supplies needed for counseling and its supporting activities. Through staff conferences, talks to pupil and community groups, and through other means at his command, he should contribute to the development of appreciation for the counseling service. To be sure, pupils, parents, teachers, and the community will have no higher regard for the service than that displayed by the principal.

Fowler[2] points out that if the counseling service is to be effective it is necessary for the administrator:

1. To see counseling as being not only a professional service, but a *unique* professional service.
2. To see the counseling service as being not only a set of integral activities, but necessary integral activities in the school.
3. To see the counseling service as requiring special attention to insure proper coverage.
4. To see the counseling service as dependent upon good organization and working relationships.
5. To see counseling as requiring certain supporting services and facilities.
6. To see the counseling service in the school as yielding important by-products.

[2] Fowler, Fred M., *Guidance Services Handbook*, Salt Lake City: State Department of Public Instruction, 1948.

Competent Leadership

The responsibilities inherent in providing professional leadership in the counseling service require that this function be lodged in a staff member who has the essential competencies of a skilled leader. The leadership function involves assisting teachers to contribute to the guidance program through those activities which support the counseling service, aiding them to develop progressively the competencies essential to counseling as teachers, developing working relationships with staff members and representatives of community agencies, and coordinating the activities of staff and community as they work together in the guidance program. The in-service training function of the program leader suggests that the counseling service cannot develop beyond the level of his highest competencies. Consequently, a serious limitation may be placed upon the scope and effectiveness of the counseling service if the program leader fails to measure up to his responsibilities.

The conditioning role of the program leader does not suggest that the school defer the task of developing a counseling service until a leader can be obtained who has attained all of the competencies required for maximally effective leadership. The important consideration in this connection is that the counseling service not attempt to assist pupils with problems which are beyond the scope of the competencies possessed by staff members. Staff and individual limitations should be recognized and appropriate in-service training provided to dissipate them. In the meantime, supporting services may be further developed and available community services utilized to augment the services provided by staff members.

Staff Cooperation and Participation

The counseling function, *per se*, utilizes a relatively small portion of the total time required for carrying on all the guidance activities needed to support adequately the counseling service. Some of the supporting services which point to the urgent need for staff cooperation and participation are those concerned with gathering and assembling

information about pupils; securing, filing, and interpreting educational, occupational, and other information related to the needs and interests of pupils; providing placement services; carrying on follow-up studies of former pupils; and other activities designed to assist pupils in making plans, choices, and adjustments. Though not every teacher can be expected to have interests, training, and personal characteristics essential for counseling effectively, the many supporting activities provide an opportunity for utilizing the special interests and abilities of all staff members. Teachers are in a strategic position to gather pertinent information about pupils which will contribute to better understanding of their interests and needs. The program leader who regularly seeks to aid teachers in improving their competencies as counselors soon discovers that many of the needs and problems of pupils are being met by interested teachers. Moreover, in-service training serves to acquaint teachers with the purposes and functions of the counseling service and results in more effective cooperation and participation in other guidance activities. The competent counselor recognizes that the responsibility for obtaining full participation of teachers in the guidance program rests upon him. The failure of some teachers to participate actively in the guidance program frequently stems from lack of familiarity with the purposes and functions of the services involved. Such lack of understanding on the part of teachers is an indictment of the counselor who has a sense of direction but fails to meet his obligation to impart it to teachers. Staff participation in guidance activities is likely to become evident only after the counselor has devoted a proportionate share of his time in acquainting teachers with ways in which they may share in those activities.

Pupil Understanding

The extent to which pupils will avail themselves of the counseling service depends in a large measure upon their familiarity with its nature and purposes. Follow-up studies frequently have revealed that former pupils were unaware that the school had counselors when they were in school. This finding suggests that the school should carry out a planned program designed to acquaint pupils with the counseling service, its organization, the kinds of problems with which it proposes

to assist them, and its relation to other aspects of the total school program. Some of the devices which should be utilized in acquainting pupils with these aspects of the counseling service are assemblies, handbooks, the school newspaper, bulletin boards and posters, and the orientation plan regularly carried on in the school.

Pupils who have had no experience with counseling are often prone to look upon it with some misgivings. Traditionally, pupil-teacher conferences have been employed as a device for prodding the laggard, disciplining the nonconformist, or blessing the meek. The concept of the counselor as an objectively interested adult may be foreign to the uninitiated. Fowler points out that the counseling service needs to be clearly understood by pupils as

. . . what goes on between a counselor and a counselee in helping the counselee to identify and understand a problem of vital personal concern, the existence of which the counselee is both aware and wants to do something about; [the ability] to focus and interpret all available facts which have an essential bearing on the problem; and [the need] to find solutions and make decisions, plans, and favorable adjustments.[3]

Once pupils come to recognize the counseling service as designed to aid them, in a permissive atmosphere, to make plans, choices, and adjustments, they will be eager to use it. The task of orienting them must be shared by the entire staff.

Physical Facilities and Related Needs

The counseling service depends in a large measure upon the several supporting services which make it functional. There can be no counseling in most schools in the absence of adequate information about pupils. Records require certain physical facilities and equipment. Provision needs to be made for collecting information about jobs, opportunities for further education, guidance materials related to the developmental needs of pupils, and other information related to the interests of pupils. The counseling process cannot be carried on effectively in the absence of private quarters for counseling interviews. The placement and follow-up functions which are essential to effec-

[3] Fowler, Fred M., "Do You Have a Guidance Program?" *Utah Educational Review*, May, 1947. P. 200.

tive counseling demand space, supplies and equipment, and clerical assistance. Other supporting activities require that provision be made for appropriate facilities, supplies, and materials.

While physical needs in the counseling service may seem to be of minor importance as compared with such factors as competent counselors and enthusiastic administrative leadership, actually they have considerable bearing upon the efficacy of counseling. Information about pupils may be of relatively little value to counselors and teachers in the absence of adequate filing space and individual folders for pupils. Certainly attempting to counsel with pupils in halls and crowded offices is virtually useless.

Utilization of Community Resources

Just as the services of the guidance program belong to all persons in the community who have need for them, the responsibility for contributing to its services belongs to many agencies, organizations, and individuals in the community. Many services needed by pupils cannot be provided by most schools. Extended health services, recreational opportunities, psychological and family services, job information, and work experiences are examples of services which the community may bring to the guidance program. Some of these are essential complements of the counseling service.

The program leader is responsible in most schools for identifying and establishing working relationships with community resources prepared to supplement the counseling service. Effective utilization of outside services requires that a schematic plan be employed in locating and cataloging the sources of supplemental services, nature of the services available, and the procedure to be employed in making use of them. Any attempt to locate community services as need for them appears from time to time will be only partially successful at best.

One school staff included the task of identifying, cataloging, and establishing working relationships with community agencies in the beginning stages of planning the counseling service. A questionnaire was sent to all community groups known to be interested in the wel-

fare of school-age pupils. The committee which made the study was amazed to find more than 100 agencies and individuals having services which would supplement the school's counseling service.

The Nature of Counseling

Recent growth of interest in nondirective counseling suggests possible values in pointing up some of the major differences between this concept and that which we ascribe to directive, or clinical, counseling. While the two methods are not disparate in some respects, basic conceptual differences exist in others. A superficial comparison will suffice to suggest to the reader the futility of an "either-or" position in actual practice. Certainly the eclectic counselor has the distinct advantage of having at hand the appropriate technique at the proper time.

Directive and Nondirective Counseling

The disparities of directive and nondirective counseling are more than differences in methods of counseling. The counselor who subscribes to either point of view alone has a somewhat distinctive notion concerning the functions of the counseling process. The nondirective counselor sees the counselee as the focal point of the counselor-counselee relationship, while the directive counselor is concerned with the problem presented. This focus accounts in a large measure for the variations in the counseling approach.

The nondirective approach accepts the emotional aspects of the problem as being of primary importance. Consequently, the nondirective counselor employs a therapeutic approach, one which provides a permissive atmosphere designed to aid the counselee to release latent inward forces which will lead to acceptance and self-adjustment.

The directive counselor tends to regard the counseling situation as essentially intellectual in character. He regards the counselee's problem as the appropriate point of focus. Consequently, he seeks to aid the counselee by such positive action as providing or interpreting information which will aid the counselee to make choices, plans, or adjustments. While the nondirective counselor avoids offering interpretations relating to the problem at hand, the directive counselor

may devote a great deal of attention to the interpretation of facts which are pertinent to solution of the problem. Though the directive counselor participates in the counselee's attempts to solve his problem to a greater degree than does the nondirective counselor, he is just as careful to avoid moralizing or delivering patriarchal judgments.

The nondirective counselor often accepts the counselee's immediate situation as of primary importance; the directive counselor views the present status of the problem in light of the counselee's future goals as well. This difference in emphasis accounts, at least in part, for the directive counselor's desire for pertinent information concerning the counselee's background, achievements, potentialities, interests, and plans; conversely, the nondirective viewpoint is that records are useless, if not undesirable.

The directive counselor desires to isolate the counselee's problem, encourage the removal of emotionalized or extraneous factors, and introduce pertinent facts relating to solution of the problem. The nondirective counselor seeks to create a permissive atmosphere which will encourage and aid the counselee to examine and accept the emotional aspects of his reaction to the problem. In short, one is concerned with the emotional state of the counselee while the other seeks to intellectualize his problem. The nondirective counselor is essentially a therapist; the directive, an interpreter.

The reader will draw conclusions with respect to the values of directive and nondirective counseling for school counselors only after a more careful examination of the two approaches than it is possible to present here. In actual practice it appears that an "either-or" position with respect to these two methods would be unacceptable to most counselors. In any counseling situation some characteristics of both approaches would seem to be desirable, not only in different situations but also concurrently at times. There is little doubt that the eclectic counselor will be more effective in most counseling interviews. As Arbuckle points out:

> It is impossible to be completely specific when reference is made to differences between the two methods of counseling. Although some counselors may be completely directive and others completely nondirective, the vast majority of counselors who refer to themselves as being one or the

other show a wide divergence in the degree of directiveness in their counseling.[4]

LEVELS OF COUNSELING

Current usage of the title of *counselor* has tended to obscure the meaning of the term. One might conclude that only persons with specialized competencies related to the counseling function may be properly described as counselors. Or it might be assumed that any person who interviews another is performing a counseling service. Between these two extremes numerous other concepts may appear to be logical in formulating a point of view concerning the appropriate use of the title of counselor.

This writer holds the opinion that counseling, and hence the title of counselor, may be carried on by persons with a widely varied range of responsibilities, competencies, and interests. The fact that counseling is done by persons with varying degrees of preparation and effectiveness is well established. For purposes of this discussion school personnel who perform the counseling function will be considered according to the activity which claims a major portion of their time. Hence we shall examine the competencies most needed by counselors, teacher-counselors, and teachers.

COMPETENCIES NEEDED BY COUNSELORS

The counselor is considered for purposes of this discussion to be a staff member all or a major portion of whose time is devoted to counseling and its supporting services. To perform at an optimum level in all of the activities which may at one time or another claim his attention, he must have a greater part of the competencies described below.

Competency as a Program Leader

Though every counselor may not be called upon regularly to provide staff leadership in the guidance program, each should be prepared to offer such leadership if he is to function continuously at an

[4] From Dugald S. Arbuckle's *Teacher Counseling* by permission of Addison-Wesley Press, Inc., publishers. Copyright 1950. P. 29.

optimum level. One cannot logically conclude that a counselor is un-
worthy of the title if he lacks leadership ability, but rather that his
potential sphere of activity as a professional worker is enhanced by
possession of such a competency.

Competency as a *professional* leader, as distinguished from the
administrative leadership provided by the principal, requires on the
part of the counselor a "sense of direction," an understanding of the
basic activities of the guidance program and appropriate patterns of
organization in schools of different size and character. It includes,
also, knowledge of the methods, tools, and techniques applicable to
counseling and related activities and the relation of guidance services
to the total community school program. The program leader must
assume a major role in securing and maintaining the active support and
participation of teachers, administrators, parents, pupils, and commu-
nity agencies in developing, operating, and continuously improving
the counseling service and its supporting activities. Though the coun-
selor's leadership responsibilities may leave little or no time for par-
ticipating in the collection and filing of occupational information, or
for carrying on placement activities, he needs to be familiar with the
techniques and methods involved in these and other services which
support counseling. His major function in this connection may be
that of working with other staff members for the purpose of assisting
them to develop satisfactory competencies related to supporting activ-
ities in which they have special interest and ability. Competencies in
a single area of activity may be sufficient for some staff members, but
the counselor cannot offer adequate leadership in the absence of a
knowledge of the methods, tools, and techniques of counseling and
all its supporting services.

Competency in Interviewing

The place of interviewing in the counseling process suggests the
need for counselor competency in this function. The marked extent
to which counselor-counselee relationships are conditioned by the
physical and psychological aspects of the interview situation empha-
sizes the importance of the counselor's skill in preparing for and carry-
ing out the counseling interview. The interview is the vehicle of the

counseling process. All other counseling techniques lead toward or derive from the face-to-face relationship of the pupil and his counselor. Competency in the counseling interview includes the ability to:

1. Gain rapport with the counselee.
2. Use physical arrangements to facilitate counseling.
3. Interpret test and other data relating to pupil needs.
4. Interpret the pupil's developmental record.
5. Stimulate the counselee to see the need for additional information.
6. Use educational, occupational, and other pertinent information in counseling.
7. Utilize activities complementary to the guidance program in the counseling process.
8. Obtain the counselee's cooperation when referral is necessary.
9. Maintain a counseling relationship in which the pupil becomes increasingly self-dependent through learning new resources and techniques for attacking his own problems.
10. Adjust and adapt techniques to meet new situations as they arise during the course of the interview.
11. Help the counselee evaluate solutions to his problem.
12. Close the interview properly.[5]

Competency in Counseling

Effective counseling requires that the counselor have certain competencies essential to the process. In this connection, four phases of the counseling service deserve consideration in some detail.

INITIATING COUNSELING

The counseling service will be utilized more adequately by pupils, teachers, parents, and community agencies if all are acquainted with the counselor's functions and have confidence in him as a professional worker. Counselors, teachers, and the principal must share responsibility for acquainting those who may be served by the counselor, and those who may provide supporting services, with the nature and purposes of the counseling service. The new counselor will not wish to sit in his office and wait for uninformed pupils and parents to seek his

[5] *Counselor Competencies in Counseling Techniques*, from the Proceedings of the Eighth National Conference of State Supervisors of Guidance Services and Counselor Trainers. Misc. 3314-5, Washington, D. C., U. S. Office of Education, 1949. Pp. 6–9.

services. He may begin by identifying potential counselees through study of cumulative records, discussions with staff members, case conferences, and pupil observation. It is his responsibility to take the initiative in locating those whose problems and needs are blocking proper adjustment to home, school, or community. It should be assumed at the outset that pupils are relatively unfamiliar with the counseling function and that a first responsibility of the school is to acquaint them with the nature of the counselor's services.

FACILITATING PROGRESS AND CONTINUITY IN COUNSELING

The nature of counseling as a process concerned with aiding the individual to make plans, choices, interpretations, and adjustments in order that he may develop increased self-directiveness suggests a need for counselor competency in maintaining relationships with the counselee which lead to steady progress toward his goal of self-sufficiency. In such a relationship with the counselee, the counselor must develop skill in appraising his progress toward self-dependence. He must be able to keep adequate records of each counseling interview and to use them in maintaining continuity in a series of interviews relating to the problems of the pupil. He must be constantly alert to the danger of discouraging the counselee through failure to assist him to recognize the milestones of progress which have been passed during the period of the counseling relationship. The large number of counselees assigned to most counselors frequently makes difficult the important task of following through to encourage and assist the counselee to pursue plans of action which he has set for himself as a step in achieving goals designed to alleviate his problem. Nevertheless, the counselor should recognize the urgency of this function, even at the expense of not serving the needs of all pupils to whom he has an assigned obligation. Failure to achieve progress with counselees discourages others from seeking the counselor's services.

TERMINATING COUNSELING

In some instances, pupils come to cherish the cathartic value of the counseling process and are reluctant to give it up. In others, they may develop a succession of "problems" to prolong the satisfying experi-

ence of having someone vitally interested in them. The competent counselor stimulates the counselee to become increasingly self-directive and recognizes the point at which counseling ceases to serve his best interests. The need for terminating the counseling relationship may stem from the counselor's inability to be of further assistance to the counselee whose needs have not been satisfied. This situation suggests a need for careful analysis of the problem so that the counselee may be referred to some other person in the school or community for further service.

EVALUATING COUNSELING

The counselor who fails to give adequate attention to appraising the methods, techniques, and results of counseling cannot achieve normal professional growth. Continuous refinement of the competencies he possesses, as well as the acquisition of new skills, depends upon his ability to identify his strong and weak points. The proficient counselor evaluates his services in terms of the counseling needs of his counselees. He must be able to collect and interpret objective data bearing upon his effectiveness in dealing with various types of problems, and with pupils having a wide range of different characteristics. Above all else, he must be sensitive to pupils' interpretation of his role as a staff member.

Chapter 11 suggests several evaluative techniques which will provide the counselor with bases for arriving at judgments concerning his effectiveness as a counselor. An appraisal of the counseling service is, in effect, an evaluation of the counselor as a professional worker.

Competency in Interpreting and Using Information

The counselor is concerned with the use of two types of information: (1) that which marks the pupil as a unique individual; and (2) information relating to areas in which pupils must make choices, plans, interpretations, and adjustments. Though the general competency involved in the interpretation of data is essential in the use of both types of information, certain specific skills are required in each instance.

The interpretation of information about pupils requires knowledge of the interrelationships of data. Understanding the individual requires skill in identifying, gathering, and interpreting pertinent information about family and personal background, achievements, interests, aptitudes, attitudes, experiences, aspirations, and plans. The interplay of environment and native capacities suggests the magnitude of the counselor's task, not only in understanding the individual but also in aiding him to understand himself—his potentialities and limitations and their bearing upon probable choices, plans, and adjustments. Upon the counselor's competency in understanding the individual through skillful interpretation of information concerning him rests much of the efficacy of the counseling process.

Analysis of the individual alone will not enable the counselor to function effectively. The secondary-school counselor usually spends much time in providing and interpreting information for pupils relating to areas in which choosing and planning are involved. While it is axiomatic that the counselor should avoid accepting responsibility for making choices and plans for the counselee, he should suggest sources of information which will provide a basis for arriving at realistic choices. It cannot be expected that the pupil will be familiar with agencies and organizations in the community and the precise nature of the services offered by them. Nor can it be assumed that he will be sufficiently familiar with the opportunities and requirements of the world of work, facilities for further education, sources of information dealing with the development of more effective study habits, techniques of job-getting, and other sources pertinent to the developmental needs of pupils. Assisting pupils to make effective use of the information service demands that the counselor be competent in evaluating and interpreting a wide range of informational materials.

Competency in Utilizing School and Community Resources

The nature of counseling and its supporting services as a cooperative function of the school staff and individuals in the community suggests the need for coordinating the activities of all persons involved, as well as integrating them with the community school pro-

gram. In many schools the counselor is charged with major responsibility in accomplishing these two objectives.

Teachers and administrators often have special interests and abilities which should be utilized in the guidance program. The counselor needs to identify those individual interests and abilities so that they may be employed to best advantage. The librarian frequently has skills and interests essential to gathering, interpreting, and making available to pupils and teachers materials of an informational character. The principal and vocational teachers frequently have established working relationships with employers in the community which are essential to the provision of placement services. Homemaking and office practice teachers may be especially helpful in disseminating information concerning career opportunities for girls. Other staff members will have interests and abilities related to the task of developing pupil inventories, carrying on follow-up studies, making community occupational surveys, discovering pupil problems and needs, and counseling. The counselor should assume that all staff members desire to participate in some of the activities which underlie the counseling service, and that he has a responsibility for aiding each to discover and develop those interests and abilities which are needed.

The need for establishing cooperative working relationships with community agencies is paramount. Many of the needs, interests, and problems of pupils require the services of one or more community agencies. Obviously, schools do not usually provide work experiences; specialized psychological, psychiatric, and medical services; family and child welfare services; and a variety of other developmental activities and adjustment services frequently needed by pupils. These community services point to a need for knowledge of the nature of the resources of the community, ways of locating them, and skill in establishing cooperative working relationships with individuals and groups who represent supplemental services needed regularly in the guidance program. The competent counselor recognizes his own limitations and compensates for them by referring pupils to sources prepared to provide services which he cannot, for lack of skill or facilities, provide for them.

Competency as a Professional Worker

The proficient counselor recognizes that competency as a professional worker demands that he keep abreast of new developments in his field. Initial training and experience should be regarded by the counselor as a foundation upon which to build additional competencies. In the area of counseling methods, tools, and techniques, as in other phases of the guidance function, constant growth is occurring. This fact points to the urgent need for professional training for the person who seeks to develop and maintain competencies of a high order in counseling. The staff member who assumes the role of counselor in the absence of adequate command of the fundamental skills involved finds himself handicapped in achieving further professional growth. Some of the areas in which the counselor needs basic understanding are these:

1. ANALYSIS OF THE INDIVIDUAL

The counselor must be able to administer and interpret such devices as anecdotal records; tests of aptitude, interest, achievement, and personality; pupil problem inventories; and other instruments designed to gather pertinent information about the individual. To sense the significance of the data gathered, the counselor needs to understand the principles of human growth and development; the role of the individual in family, peer, and adult groups; the nature and implications of interests, aptitudes, and a variety of experiences; the use of statistical procedures in the interpretation of objective data; and the psychological aspects of normal and deviate behavior.

2. GATHERING AND INTERPRETING INFORMATIONAL MATERIALS

Informational materials represent an important tool in the hands of the counselor. Interpretation of the world of work and education, and aiding the counselee to interpret his role in the school, the home, and the community, occupy a sizable portion of the counselor's time. To perform these functions effectively, he must possess the fundamental skills involved.

To cite one example, the task of interpreting the world of work is an increasingly difficult one. Technological progress has markedly affected the stability of employment in many instances, and the lag between entry into a specialized field of education and entrance into the labor market must be taken into account in assisting pupils to choose realistically an occupational area. The counselor must sense the significance of these affective factors, a responsibility which requires that he follow month-by-month trends in the occupational world. Counseling pupils concerning occupational choice and preparation represents but a single area of service. Additional skills are needed in other areas, many of which fluctuate with the same regularity characteristic of the occupational world.

3. METHODS OF ORGANIZING GUIDANCE PROGRAMS

The counselor should be familiar with methods of organizing and administering counseling and supporting services in schools of various sizes and types. He needs adequate understanding of the factors which condition program organization so that he may provide professional leadership in developing a plan which is workable in his school. Such factors as the objectives of the school, size, urban or rural character, the interests and training of staff members, available community resources, physical facilities, budget, and the interests and needs of pupils should be considered in planning the program.

4. PLACEMENT AND FOLLOW-UP TECHNIQUES

Educational and job placement are services needed by pupils. The counselor must have competencies related to analysis of the needs, interests, aptitudes, attitudes, and potentialities of the pupil who seeks placement in a job or an educational situation. Lack of the essential skills involved in placement may lead the counselor into the error of recruiting pupils for jobs or curricula rather than aiding them to secure placement in an activity which will contribute to personal growth and adjustment.

Follow-up studies of former pupils have been emphasized recently as an excellent procedure for evaluating the total school program.

Though the potential benefits which might be derived from such studies appear to have been only partially realized in many instances, follow-up is gaining stature as an evaluative device. The tendency in many schools to look to the counselor for leadership in follow-up studies suggests the need for competency in this area.

In addition to competencies in analysis of the individual, using and interpreting informational materials, program organization, and placement and follow-up, others are discussed under the topic, "Competency in Counseling Techniques." The competencies suggested here as among those needed by the counselor are no less important than those suggested previously. Additional techniques for evaluating the counseling service are discussed in Chapter 11.

COMPETENCIES NEEDED BY
TEACHER-COUNSELORS

It will be recognized by the reader that any attempt to draw sharp lines of distinction between the competencies and functions of the counselor and the teacher-counselor is difficult, if not actually hazardous, in certain respects. To be sure, counselors in some schools have fewer competencies and counseling responsibilities than do teacher-counselors in some others. The teacher-counselor, sometimes referred to as a part-time counselor, as contrasted with the counselor, or full-time counselor, is here assumed to be a classroom teacher who spends a major portion of his time as a teacher with limited time provided for counseling. Froehlich says of the teacher-counselor:

In many small schools a new staff position has been added. It is the teacher-counselor. This position combines teaching and counseling duties. At the present time there are few teacher training institutions which prepare persons for such a position. Ordinarily, the small school must select a person trained as a teacher. His training as a counselor must come through independent study, in-service education, and summer school attendance. Ordinarily, the teacher-counselor can be selected far enough in advance so that he can attend at least one summer session before being assigned counseling duties. All teacher-counselors need at least this much formal preparation in counseling before they undertake to counsel with students having even minor problems. As they acquire more training and

experience, they will be able to counsel with students having more complicated problems.[6]

Teacher-counselors are most frequently employed in schools having fewer pupils than those in which counselors are found. Likewise, these smaller schools are located in communities having relatively fewer community resources providing referral and other services. In general, they have less adequate guidance budgets, less extensive physical facilities, and fewer staff members with training in the field of guidance. The principal is frequently the professional as well as the administrative leader in the guidance program and, in addition, he may serve as a part-time counselor.

It is assumed in this discussion that every teacher is not necessarily a counselor, that the teacher-counselor has some training as a counselor and time provided in the daily schedule for carrying out assigned counseling responsibilities. In general, the program in which he works lacks a high degree of organization, though some definite responsibilities may be assigned other staff members in developing supporting services.

Competency as a Program Leader

Though the teacher-counselor needs a sense of direction with respect to the services of the guidance program, usually he has less training and experience for this function. Since the guidance program in which he works is relatively limited in scope, whatever leadership functions he may perform are less extensive than are those of the counselor in a larger school.

Competency in Interviewing

Ideally, the teacher-counselor should have a degree of competency in interviewing equal to that possessed by the counselor. Effective interviewing is dependent upon knowledge and use of the principles and techniques which apply. Experience in interviewing will be of less value to the person who has not mastered the fundamental interviewing skills, without which he cannot develop into an effective counselor.

[6] From *Guidance Services in Smaller Schools* by Clifford P. Froehlich, p. 205. Copyright 1950. Courtesy of McGraw-Hill Book Company, New York.

Competency in Counseling Techniques

The counseling skills needed by the teacher-counselor differ only in degree from those of the counselor. Both must command the respect and participation of pupils, teachers, parents, and community agencies if the counseling service is to be effective. Likewise, both must be able to identify pupils from whom the counseling service may serve. It is not to be expected that the teacher-counselor will have maximum proficiency in identifying or serving pupils whose problems are of a highly complex character.

The ability to facilitate termination of the counseling relationship is essential for the teacher-counselor. Again, the less complex problems with which he deals require less skill in terminating the counseling relationship than that sometimes needed by the fully trained counselor. He should, however, be skillful in recognizing the chronic counselee, and in terminating the relationship adroitly so that the pupil will feel free to seek counseling when it is really needed.

The need for continuous growth in counseling skills on the part of the teacher-counselor points to the need for self-evaluation. In this function, he needs skill equal to or greater than that of the counselor. His continued success in the counseling relationship depends upon his ability to analyze his weaknesses and to seek further training and experience in their alleviation.

Competency in Interpreting and Using Information

Since the teacher-counselor serves fewer pupils, as well as pupils having less complex needs, he is likely to encounter fewer situations in which he must interpret informational materials through counseling. This fact justifies the lower level of skill with which he approaches this particular counseling function. To be sure, he may become involved in interpretative situations which are beyond the level of his training and experience. To the alert teacher-counselor, these situations issue a challenge to continuous growth in the use and interpretation of information as a counseling tool. By the same token, the adequately trained counselor will meet problems of challenging difficulty despite his greater competency. Since, however, his major responsibility lies in the counseling function, he should be expected

to gain more intensive experience in the use and interpretation of informational materials.

Competency in Utilizing School and Community Resources

A singular handicap of the teacher-counselor in developing cooperative working relationships with other staff members and community agencies stems from lack of time. The major portion of his day is taken up with classroom commitments. Usually he cannot avoid giving a disproportionate share of his time to teaching responsibilities since they are recognized by him and by his principal as his first responsibility.

Another difficulty encountered by the teacher-counselor in developing cooperative working relationships grows out of the tendency of his associates to regard him primarily as a teacher with the guidance function considered to be something "tacked on." In selecting teacher-counselors from the staff, the principal should ascertain that the persons selected have the personal and professional respect of pupils, parents, teachers, and the community. Since other teachers on the staff may have training in the field of guidance equal to or more extensive than the teacher-counselors, and since the latter will be expected to supplement their training after selection, it is important that they be skillful in working with other members of the staff.

The teacher-counselor should make every reasonable effort to become familiar with the nature of the services offered by cooperating community agencies. He should be aware of the professional skills of agency personnel, their training, interests, and the conditions under which they work. An essential factor in securing the cooperation of these resources is the teacher-counselor's ability to seek services from the proper sources.

COMPETENCIES NEEDED BY TEACHERS

The counselor competencies needed by teachers are conditioned by their respective roles in the guidance program. In some instances, the program is developed around the concept that every teacher is a counselor. In such a program every teacher should have the com-

petencies suggested above for teacher-counselors. In drawing distinctions between a counselor, a teacher-counselor, and a teacher as guidance workers, Darley writes:

> A trained counselor is no more than a person who, because of special training, may help us do in a short time what we by ourselves might spend many years in doing. An untrained person cannot be of much help, since we know ourselves better than he does. A partly trained counselor may be helpful only to the extent of asking questions and raising issues in such a way that we will go out and get the answers from better-trained people. He may also be effective because we can use him as a sounding board for a discussion of our own problems. We all feel an occasional desire to talk things over, and a good listener is still a handy thing to have around.[7]

Whatever counseling skills the teacher may have are minimized by lack of time free from classroom commitments for counseling. Any attempt to provide counseling for pupils in the absence of time set aside in the daily schedule for that purpose will be only partially successful at best. One could not logically conclude that teaching and counseling are mutually exclusive functions. On the contrary, we shall continue to hope for the millennium when every teacher is trained as a counselor and when time is provided for use of his counseling skills. In the meantime, we must continue to recognize the teacher as an important person in the guidance program whose functions are confined largely, by virtue of training, interests, and experience, to noncounseling functions in the guidance program.

The competencies needed by teachers which are directly related to counseling are, in the main, of three kinds: (1) skill in interviewing; (2) the ability to recognize and interpret pertinent information about pupils; and (3) skill in using sources of information related to their respective subject-matter fields.

The need for interviewing skills stems from two possible functions of the teacher. First, despite the limitation of time, some teachers serve as counselors with some pupils. They may perform only the function of being a good listener. Some teachers have sufficient training in the field of counseling to function effectively as counselors, and

[7] *The Interview in Counseling*, Retraining and Reemployment Administration, U. S. Department of Labor, Washington 25, D. C., 1946.

do so. For these teachers, skill in interviewing is indispensable. Secondly, the teacher who is a competent interviewer may obtain valuable information from pupils concerning their needs, interests, and problems. This skill is closely allied with the teacher's function in gathering data about pupils for his personal inventory. The teacher needs to be skillful in recognizing pertinent information about pupils which will contribute to a better understanding of their needs and interests. Curriculum modifications, counseling, and the improvement of those services which support counseling all hinge upon recognition of individual needs. The teacher's daily association with pupils places him in a strategic position to observe and appraise the interests, aptitudes, abilities, attitudes, and significant behavior of pupils.

Teachers have a responsibility for providing information concerning the relation of their respective subjects to the occupational, educational, and other plans of pupils. This function of teachers supplements the work of the counselor in supplying and interpreting information needed by pupils.

The reader is invited to keep in mind that the functions of teachers directly related to the counseling service represent only a few of those performed by them in the total guidance program. Chapter 4 treats the responsibilites of teachers in the several services of the guidance program in detail.

PLANNING THE COUNSELING SERVICE

Though some incidental counseling may be carried on by teachers and administrators in the absence of a planned counseling service, a schematic plan for meeting the counseling needs of pupils is essential to full effectiveness. Failure to assign definite responsibility for counseling and its supporting services is certain to result in inadequate coverage of all pupils who need the services of a counselor.

Assigning Counseling Responsibilities

Many schools initiate counseling through use of part-time counselors selected from the teaching staff. This procedure is commendable if the selections are made on the basis of acceptable criteria. Staff

members have the advantage of familiarity with administrative procedures; established relationships with pupils, parents, teachers, and the community; and knowledge of the problems, needs, and interests of pupils common to the school and the community. On the other hand, the persons to whom counseling responsibility is assigned should have minimal counseling competencies if they are to retain the advantages accruing to a person already on the staff.

In a school large enough to require a full-time counselor it is often desirable to divide the counseling responsibility among two or more staff members if suitable persons are available. In general, counselors who have two or more consecutive hours for counseling are more effective than are a greater number with a single hour. The activities involved in preparing for a counseling interview and the time consumed in closing the interview in preparation for a class which follows seriously restrict the coverage provided by the single-hour counselor. It has been estimated by practicing counselors that in a two-hour period three or four times as much can be accomplished as in a one-hour period. This experience suggests that several part-time counselors with one hour daily each for counseling purposes accomplish markedly less than half that number with two consecutive hours of counseling time. In general, the practice of assigning counselors with half-day counseling periods as a minimum seems to be desirable.

Counselors as Teachers

The question frequently arises as to whether the full-time counselor should have some teaching responsibilities. Having raised this question with a large number of counselors, the writer concludes that they consider one class to offer certain advantages. Often counselors express preference for a teaching assignment somewhat related to the counseling function, i.e., a class in occupational information, orientation, or personal problems. The advantages of teaching a class appear to be that:

1. Teachers accept the counselor as a co-worker more readily if he shares the teaching function with them.

2. Teaching a class enables the counselor to understand better the problems of teachers in working with pupils.

3. Teaching keeps the counselor alert to pupil-teacher relationships which sometimes enter into the problems which pupils bring to the counselor.

There are probably other factors which point to the desirability of the counselor's retaining teaching responsibilities if held to a desirable number of classes. A teaching load may easily become excessive for the counselor who must provide program leadership in addition to a heavy counseling load.

Assigning Pupils to Counselors

Effective use of the counseling time available suggests the advisability of assigning pupils to designated counselors. The nature of the specific responsibilities of counselors will have some bearing upon the plan to be followed. If counselors are to assume responsibility for assisting pupils in planning study programs, it is sometimes desirable to make assignments according to class groups. In some schools, counselors are restricted to sex groups. In others, pupils are assigned alphabetically without respect to class group, sex, or other consideration.

The method of allocating pupils to counselors should be settled upon at the time the counseling service is being developed. The important consideration is that each pupil know that a counselor is available to him at any time. The assignment of pupils should be sufficiently flexible to permit them to change counselors for reasons they believe to be good and sufficient, as well as to allow the counselor to modify his schedule to serve pupils who seek his assistance voluntarily. It is imperative that the counselor arrange his schedule to see pupils who are referred by other staff members, as well as those who have an immediate need for assistance.

The practice sometimes followed of assigning counselors according to *kinds of counseling* should usually be avoided. The effective counselor recognizes that the pupil's educational, vocational, and personal problems cannot be isolated for the purpose of separate consideration, that they are highly interrelated. The counselor cannot consider a problem which is primarily vocational in character without also being mindful of its implications for educational and personal plans, choices, and adjustments. To be sure, the counselor encounters situa-

tions in which counseling is focused upon an educational, vocational, or personal problem. It does not follow, however, that the problem at hand can be satisfactorily dealt with by a counselor who is familiar with the vocational aspects of counseling only. He must not only be aware of the diverse implications of vocational needs, interests, and problems, but also with the relationships which are inherent in the educational and personal aspects of vocational planning.

It is assumed that prior to their assignment to counselors pupils will have been acquainted with the nature and purposes of counseling and its supporting services. This may be accomplished through assembly programs, teachers, school newspaper, pupil handbook, orientation activities, and other similar devices. The opinions and active participation of pupils should enter into the planning of the counseling service.

Some schools have followed the practice of permitting pupils to select a counselor. In one instance, the principal asked that each pupil choose from among four designated teacher-counselors by writing down his first, second, and third choice on a slip of paper and delivering it to his office. Pupils were assured that their choices would be confidential and that, insofar as possible, they would be assigned to the counselor whom they most preferred. Oddly enough, pupils distributed themselves quite equitably among the four counselors. Moreover, relatively few pupils asked to change counselors later. Arbitrary assignment of pupils to counselors frequently results in many requests from them to change counselors.

Identifying Pupil Needs

The counseling service will attain effectiveness at a more rapid rate if a survey of the needs and interests of pupils is conducted prior to its development. A knowledge of the kinds of services most needed by pupils will give direction to the staff in establishing priority in the development or improvement of activities and services which support the counseling function. For instance, a survey may reveal that pupils recognize a need for a wider range of information about vocational opportunities and requirements. Pupils may express need for assistance in choosing subjects and activities related to their present and

future plans, help in selecting appropriate cocurricular activities, choosing a college, or in solving personal problems.

Pupil problem surveys may be based upon instruments developed by the staff with the aid of pupils, or it may be desirable to obtain such survey instruments as *SRA Youth Inventory*[8] or *The Problem Checklist*[9] by Ross Mooney.

Locating Referral Resources

The participation of resource agencies, organizations, and individuals is indispensable to effective counseling. Upon the counselor rests responsibility for locating and identifying services which will supplement his activities. In the main, participation may be expected from members of the staff and from resources in the community. Teachers should be encouraged to contribute to the counseling service in accordance with their special interests and abilities. The librarian is an important resource person in the interpretation of informational materials to pupils and teachers. Teachers who have special interests in subject-matter fields are especially qualified to assist pupils in exploring occupational fields to which their respective subjects are basic. Likewise, teachers may be helpful in assisting pupils to plan study programs leading to specialization in their respective fields. Frequently vocational teachers have information about occupational opportunities and requirements related to the community which will supplement the counselor's efforts to aid pupils in occupational planning. The counselor should utilize these staff resources through referral of counselees to staff members who are prepared by training and experience to make the counseling service more effective.

The place of community resources in the guidance program is discussed in Chapter 4. Suffice it to say that the services available should be located and their function in the counseling service recognized in accordance with some definite plan. To defer this important function until a specific service is needed may result in the counselee's leaving school or otherwise becoming unavailable for referral by the time relationships have been established with the appropriate agency.

[8] Science Research Associates, 228 S. Wabash Avenue, Chicago, Ill.
[9] The Bureau of Educational Research, Ohio State University, Columbus

ices which he should offer to teachers in assisting them to become more effective guidance workers. This important function of the counselor does not require that he be a highly trained specialist in every school, but rather that he have competencies related to guidance services above the level of those usually attained by teachers. Through continuous professional growth, he must maintain a level of competency which will enable him to aid teachers as they work toward the development of greater skill as guidance workers.

DEVELOPING THE COUNSELING SERVICE: A CASE STUDY

The degree to which the effectiveness of counseling depends upon the presence and quality of certain other guidance activities may often delay its appearance as an organized service. Though some schools may have sufficient information about pupils for counseling purposes, most do not. Ordinarily, pupils' inventories are developed with a view to initiating the counseling service. Equally pertinent to effective counseling are sources of information needed by pupils in educational, occupational, and personal planning. Usually the information service is developed to the point of satisfactory coverage before counseling is begun on a systematic basis. In many instances, placement and follow-up services are initiated prior to planning the counseling service. Many schools prefer to identify services suitable for supplementing the work of counselors before proceeding far with plans for counseling on a comprehensive basis. This is not to say that counseling is never provided in the absence of one or more supporting services. Rather it suggests that the process of assisting pupils to make plans, choices, interpretations, and adjustments on an individual basis will attain a satisfactory degree of development at a more rapid rate if supporting services are well established. In the procedure cited here, other guidance services were operating effectively at the time efforts were begun to develop a schematic counseling service.

The Guidance Committee Suggests a Plan

The guidance committee in the school had been functioning over a two-year period. The staff of twelve teachers had finished the second

year of a continuing in-service education program which had been devoted largely to the development of a guidance program. The committee, composed of four teachers and the principal, was elected by the staff to represent them in planning the details of the guidance program. Committee members were selected by the faculty on the basis of their interest in devoting time to developing and carrying on guidance activities. At the time the committee was formed, the members were required to serve outside of regular school hours. No staff time was available for activities other than the conduct of classes.

At the time the committee proposed a plan for systematic counseling it was understood that an additional teacher would be added to the staff at the beginning of the fall semester. Since the incoming teacher was qualified to teach English and social studies, two teachers in these classes were given two periods each daily for guidance activities with particular attention to be devoted to the counseling function. This plan was decided upon by the principal after its recommendation by the guidance committee. The two teachers selected had taken several guidance courses in addition to the work they had done in the in-service program. The principal requested that the guidance committee assign the 330 high-school pupils to the two teacher-counselors in accordance with some definite plan. The committee divided the pupils alphabetically, 115 pupils for each counselor. Though this number for each teacher-counselor having two periods daily for counseling and numerous related activities was not ideal, the faculty considered the pupil-counselor ratio to be satisfactory at the start.

Counseling Begins

In the fall of the following year, the teacher-counselors scheduled each of their counselees for a one-hour conference during the first semester. This time was devoted to aiding each pupil to fill out a personal data sheet to supplement the information recorded on the cumulative record form. The counselors spent a portion of the first conference getting acquainted with their counselees, and in explaining the nature and purposes of the counseling service to them. This latter activity was supplemented by most of the teachers, who de-

voted some time in their regular classes discussing with pupils the services of the guidance progam and how they might use them.

Late in the first semester, the guidance committee prepared a questionnaire designed to obtain a census of the problems with which pupils needed assistance. The semester following, pupils were given complete information concerning results of the problem survey. Since the school did not use a homeroom plan, the first period of one day was set aside for group discussions of the survey results. The student council appointed one of its members to lead the discussion in each class group. On the same day, an assembly program was devoted to further discussion of the survey results. The counselors, two teachers, and several pupils constituted a panel to discuss the meaning of the problems revealed and how counselors, teachers, and pupils might work together in meeting them. A member of the student council summarized the discussion at the close of the assembly period and issued an invitation to pupils to see their counselors during the two periods daily in which they were available for interviews.

Planning Counseling Facilities

No provision for counseling quarters had been made at the time the counselors were designated. For several months they were obliged to hold counseling interviews in a vacant classroom. The inconveniences which stemmed from frequent interruptions during counseling interviews set the guidance committee to work to devise more satisfactory counseling facilities. The only unused space in the building was a basement room used for storing damaged and worn-out school furniture. The committee obtained permission to dispose of the few items of furniture which occupied the room and set about to clean it up. Temporary partitions were erected by industrial arts pupils under the supervision of the teacher. The room was divided into two small offices and a reception room. The industrial arts teacher installed artificial lighting to compensate for almost complete lack of window space through which natural light might enter the rooms. Two teachers volunteered to paint the walls. A hodge-podge of small rugs donated by pupils, teachers, and parents, two revamped teachers' desks, and a few chairs completed the counseling "suite."

Pupils Used the Counseling Service

The principal and teachers were careful from the start to keep the counselors free of disciplinary and other routine duties which would hamper their effectiveness as counselors. Pupils soon recognized that the counseling service was a worth-while activity, and that the counselors were anxious to help them with their plans and problems. Both counselors identified themselves with the few youth-serving activities in the community and were soon spending much more time than the two hours allotted them daily for assisting youth in the community to meet their needs and problems. The counselors continued their in-service education activities and earned graduate degrees in the field of guidance.

The demands upon the counselors' time led to inauguration of a plan to place the study hall under the supervision of pupils so that the study-hall librarian might contribute more effectively to the guidance program. The librarian took an additional class from each counselor in order to increase counseling time. In addition, he spent some additional time in gathering, filing, and interpreting information sources to pupils. The plan to provide more counseling time was proposed to the principal by the student council. He agreed, with the stipulation that they get the consent of the librarian to relieve the counselors by accepting responsibility for a social studies and an English class. The suggestion was readily accepted by the librarian, who was faculty sponsor of the student council, and had been present when the council voted to ask for the new arrangement.

The Counselors Worked With the Teachers

The additional time provided for the teacher-counselors was used, in part, for holding conferences with teachers. The conferences were held with teachers upon request, individually and in groups. On some occasions, the counselors prepared case histories of pupils whose problems were the subject of case conferences with interested teachers. At other times, teachers came to the counselors' office to discuss some pupil, or to get help in planning classroom activities for pupils who were failing to make proper adjustments. These conferences were

made possible by the principal, who served as substitute teacher for those who desired conferences with a counselor.

The Counselors Evaluated the Guidance Program

The counselors worked with the guidance committee in planning and carrying out follow-up studies of former pupils as one means of evaluating the school program. In addition, they kept a record of each counseling interview and evaluated the adjustments made by counselees. They continuously sought means of determining their effectiveness as counselors. Comments of pupils, teachers, and parents concerning the guidance program were systematically recorded and periodically reviewed by the counselors and the guidance committee. At the end of two years the staff agreed that the guidance program was worth the effort they had put into it. The counselors were delighted with the support and participation which teachers and principal had brought to the guidance program. Parents were aware of many of the services of the program and their appraisal of it was generally gratifying. The relatively few community agencies interested in services to pupils had cooperated from the start. In general, the outlook for a continuously improving program exceeded the fondest expectations of the staff at the time they began to develop the first of its services.

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CHAPTER 9

THE PLACEMENT SERVICE

THOUGH convenience sometimes leads us to refer to placement services as being educational, vocational, or curricular in character, the placement function is a process which finds all its aspects inseparable. Job placements must be made in light of the individual's educational experiences, and educational placements must be made with reference to occupational goals. Though the activities involved in all types of placement are quite similar, the tools and techniques are sometimes different. The reader is invited to bear in mind the relationships inherent in all types of placement and to recognize that reference to any one implies a consideration of certain others.

Placement services are not intended to serve the function of forcing "round pegs into round holes," but rather to facilitate such a happy circumstance. Always present as a major aspect of the placement function is the counseling service. The individual, rather than the employer or the college or the curriculum, is the focal point of interest of the placement process. Whatever an employer, for example, may gain by having a capable worker referred to him is important to all concerned, but definitely of secondary importance. The goal of the placement service is the adjustment of the individual, and to that end all of the activities involved must be concerned.

The Nature and Scope of Placement Services

Educational placement may be described as the process of assisting the individual to progress satisfactorily from one educational experience to another. A basic assumption of the process is that the individual progresses through a sequence of experiences designed to provide for him the kinds of development which are appropriate for him. He is almost certain to be having several of these experiences simultaneously, and actual placement occurs when he is assisted to enter each.

Vocational placement is the process of assisting the individual to find an appropriate place in the world of work, one which appeals to his interests, challenges his abilities, and which serves the interests of the individual and of society. The right of the individual to determine his own next step is inviolable. The functions of the placement service are to provide him with information concerning the next step; to aid him in making choices consistent with his aptitudes and interests; to assist him in achieving the particular placement which he desires to make; and to follow him up to offer any needed assistance in making needed adjustments.

Job Placement as a School Function

Myers, among others, takes issue with those who believe that placement is not properly a function of the school, that other guidance services adequately prepare pupils to exercise their own initiative and ingenuity in finding a job. He points out that "the transfer of youth from school to occupational activities is an *educational service* and thus is a proper function of society's chosen educational agency, the school system."[1]

None would deny the school's responsibility for assisting pupils to make the transition from elementary to secondary school, or from high school to college. Neither would anyone oppose efforts to aid the transition from one curricular experience to another. Whatever objections might be raised with respect to placement services are likely to be directed at job placement as a function of the school. This activity is sometimes considered to be a costly duplication of services already available through other agencies, particularly those provided by publicly supported employment offices.

The American Association of School Administrators has taken cognizance of the school's responsibility for job placement by pointing out some factors which contribute to the school's preparation for providing such services.

It is obvious that some agency must take the initiative in coordinating all efforts toward the occupational adjustment of youth. The

[1] From *Principles and Techniques of Vocational Guidance* by George E. Myers, p. 299. Copyright 1941. Courtesy of McGraw-Hill Book Company, New York.

school, for many reasons, is in the most strategic position to effect such a coordination. Having worked out and maintained a system of cumulative records for its pupils, the school usually has the largest and most effective stock of pertinent information. Being closest to its pupils, it is naturally able to collect the greatest amount of usable knowledge about them. Use of these records will avoid much duplication and wasteful expenditure of energy and effort. Information about boys and girls discovered by community agencies may well be added to school records where it will serve as helpful and important supplementation. With the school as the clearinghouse of information there will be avoided that unfortunate condition which permits government agencies and local agencies to attempt to render services, each in apparent ignorance of what the other one is doing.[2]

Placement Through Community Cooperation

The school will encounter difficulties in any attempt to provide placement services in the absence of cooperative working relationships with other appropriate agencies and institutions. In educational placement the school must have information from sources outside the school concerning requirements and opportunities in colleges, universities, trade, business, and technical schools. Job placement services require information concerning occupational opportunities and requirements, particularly those in the surrounding community and region. Since much valuable information concerning employment opportunities may be available through local employment agencies, the school should establish satisfactory working relationships with those agencies. In addition, many communities have other agencies not concerned exclusively with job placement which have valuable services to offer.

The extent to which some schools have developed cooperative relationships with local offices of the state employment service is indicated in a recent nation-wide study by Lerner. Of eighty-six cities reporting, 58.1 per cent operate some type of placement service, while 10.5 per cent of those cities reported that the school system cooper-

[2] American Association of School Administrators, *Schools and Manpower*, 21st Yearbook. Washington, D. C., 1943. P. 231.

ated with the local office of the state employment service. Four cities reported "close" cooperation with this service. A sample of close cooperation was detailed by one of the cities as follows:

The placement of pupils is done cooperatively by the State Employment Service and the schools. The State Employment Service provides four interviewers and the schools four. The former spend part of their time at the State Employment Service offices receiving job orders and developing jobs. Then they go to the schools where, in cooperation with the vocational counselors, they fill these job orders. The school interviewers spend part of their time at the State Employment Service office interviewing out-of-school youth, receiving job orders, and developing jobs. They spend about one month each summer as full-time interviewers at the offices of the State Employment Service. All interviewers of both groups work in the schools during the year and so have the school records available at all times. The actual interviewing of in-school youth is done in the schools. With the exception of Continuation School, all of our high schools operate through the State Employment Service. These job orders are then picked up daily by interviewers—both school and State Employment Service interviewers—who go on regular schedules to our high schools and try to fill the orders.[3]

In describing those schools maintaining lesser degrees of cooperation with the state employment service, Lerner lists six methods of cooperation between schools and the service, one or more of which may be in operation in a single school:

1. State employment service personnel visit the high schools to register pupils for work, usually near graduation time.
2. Pupils are referred to the service by card, or without card; sometimes their school records are supplied.
3. Information about pupils is furnished by the schools to the state employment service, when requested.
4. Job information is furnished the schools by the service, when requested.
5. Contacts between school and state employment service personnel are made regularly or irregularly, by telephone or in person.
6. Exchange of occupational information is irregular.

The plan described above for developing a cooperative placement service suggests that job placement is receiving attention equal to

[3] Lerner, Leon L., "Placement by Public Schools," *Occupations*, copyright February, 1949. Pp. 322-325. Quoted by permission of publishers.

other types of placement in the schools reporting. Many schools accept responsibility for aiding pupils to select appropriate institutions of higher learning. The principal usually recommends that certain pupils be accepted and he sends a transcript of the pupils' high school credits. In many schools, the principal is responsible for keeping in touch with graduates who enter college so that the college preparatory curriculum may be evaluated. If the school can justify these activities on behalf of 20 per cent of its graduates, it would seem reasonable to assume that similar placement and follow-up procedures applied to the 80 per cent who seek job placement are of equal importance.

SOME CHARACTERISTICS OF THE JOB PLACEMENT SERVICE

Effective placement services require tools, knowledges, and techniques on the part of placement personnel. It goes without saying that numerous types of information related to the next step for in-school and out-of-school youth are essential. Certain physical facilities such as space for interviewing and files for records are essential. Placement personnel must have live contacts with sources of employment and referral agencies in the community. These and other characteristics of the placement service will play an important part in determining its effectiveness.

Placement Activities Should Be Coordinated

It should not be assumed that only large schools should provide placement services. Pupils in every school need the services involved even though the school cannot provide all the personnel and facilities suggested here as being desirable. A later topic will emphasize this point and stress the need for coordination of the services offered.

The job placement service need not be centralized in the school to the extent that all placement is carried out by a specialized staff, though this plan is employed in some school systems. The important consideration is that the services of all staff members engaged in regular or occasional placement activities be coordinated. It is usually

desirable that referrals to community agencies and employers be made by a staff member who has time for maintaining working relationships with employers and cooperating agencies. In the absence of definitely assigned responsibility for referrals, outside agencies are put in the unfavorable position of having to search for the school's representative when desiring to confer on some matter related to placement. Likewise, lack of coordination often leads to duplication of services to pupils.

The placement process requires the active participation of staff members as well as of certain agencies and individuals in the community. Though job placement may sometimes appear to consist of the isolated act of bringing the pupil and the job together, this is in reality one of several steps in the process. An analysis of job placement reveals several distinct, though not discrete, phases:

1. *Orientation to the world of work* through introduction of the individual to the general characteristics of occupational life. This early stage of preparation may be achieved through the group approach and may be carried on by teachers.

2. *Orientation to occupational fields* is a second step. At this point the individual is assisted through groups to study "job families" requiring similar aptitudes, interests, abilities, and preparation. Courses or units in occupational information are frequently employed in carrying out this step.

3. *Relating self to occupational life* introduces the concept of learning about one's own aptitudes and interests, and how they are related to given occupational areas. The process of eliminating occupational fields to which the individual appears unsuited in light of his aptitudes and abilities characterizes this stage of the placement process. Sources of occupational materials which provide detailed information about a wide range of job fields must be available to the individual. Both group and individual methods may be used in carrying out this phase of occupational orientation.

4. *Choosing an occupational area* is a crucial phase of the placement process. The individual needs to employ counseling services to aid him in matching his peculiar aptitudes and abilities with appropriate fields of endeavor. Though general discussions of the factors

involved in vocational choice may appear at this stage, the process is essentially an individualized one. The pupil needs information concerning occupational areas closely related to his pertinent qualifications. Moreover, he needs some assistance in making certain interpretations of the information about occupational opportunities and requirements as they apply to his unique characteristics.

5. *Job placement* enters upon the scene once these earlier stages of the placement process have been completed. The task of evaluating choices, confirming relationships of personal aptitudes and interests to occupational requirements, locating appropriate job opportunities, and referral to potential employers, directly or through cooperating agencies, are next steps.

6. *Follow-up* to determine the appropriateness of his occupational choice is the final stage of the placement process if the individual is to achieve satisfactory job adjustment. Failure to adjust to the occupational field selected may lead to repetition of one or more of the stages in the process. The individual may find that though he has the aptitudes and interests required for functioning effectively on the job, it fails to challenge him sufficiently to provide job satisfaction. He may wish to try another type of job in the same general occupational field, or he may prefer to explore another occupational field. Failure to adjust to the job may stem from home conditions, health, inadequate occupational information at the time of choosing an occupational area, or other reasons. The many potential causes of unsatisfactory job adjustment emphasize the school's responsibility for making available to in-school and out-of-school youth and adults all of the services of the guidance program. Individual adjustment involves a complexity of factors which may require services other than those directly involved in job placement.

The several stages involved in placement serve to emphasize the imperative need for coordinating the activities of all staff members who participate. Teachers, counselors, and administrators all have functions to perform in the process. Inadequacies in any one stage are arc almost certain to affect adversely later elements of the placement process. Coordination is essential if placement is to be a process rather than a series of discrete acts.

Job Placement Not a Form of Recruitment

While the placement service is designed to assist pupils to choose, prepare for, enter upon, and progress in an occupational pursuit, the distinction between placement and recruitment is not always clearly made in practice. The latter activity differs from placement mainly in that it is concerned first with meeting the needs of employers for workers. Though the school has a responsibility to local employers in the matter of placement, it can best be discharged by referring for employment individuals whose aptitudes and interests are adapted to the particular job opportunity.

The rate of job turnover among employees referred by the placement service is a better indication of its effectiveness than are the number of placements made. Filling job orders should be a matter of secondary consideration with the placement service; assisting pupils to obtain occupational placements consonant with their aptitudes and interests, primary. The placement service has a responsibility for "developing" job opportunities tailored to fit the needs and interests of pupils who seek placement through the school. The tendency is often first to locate the job opportunity and then attempt to find a pupil who will express an interest in it. The placement service should give first attention to individuals desiring job opportunities, accepting job orders for which workers need to be recruited only after the major objective of the service has been satisfied.

Publicizing the Placement Service

Placement services are often inadequately utilized by pupils, teachers, employers, and community agencies. Their relatively recent acceptance as an educational service accounts for much of the unfamiliarity with them on the part of these groups. The tendency to regard employment and placement as synonymous terms adds to the need for clarifying the objectives and services of the placement function. Teachers sometimes send a pupil to the placement office in the belief that "a job," any job, will keep him in school, make of him a more diligent pupil, lead to the improvement of his personal appearance, change his attitude toward the school and associates for the better, and cure innumerable other ills. In many instances, the con-

cept of placement as a process involving study of the individual as well as a knowledge of job opportunities and requirements is unfamiliar to pupils, teachers, and employers.

Landy found in a study of 5,000 school-leavers in six communities that only 4 per cent of the youth secured their first jobs through the schools.[4] A similar study in the Philadelphia schools revealed that more than three-fourths of the pupils who left school, graduates and dropouts, depended on friends and relatives for help in securing employment. This occurrence is especially impressive in a city having excellent placement facilities in the schools. Though failure of pupils to seek placement through the school may stem from its inadequacy as a service, observation suggests that pupils, teachers, employers, and community agencies are not always fully informed of the nature and scope of placement services in the school.

The orientation plan carried out in the school provides an excellent medium for acquainting pupils with all services of the guidance program. The teaching of courses in occupational information, relating course content to occupational opportunities and requirements on the part of teachers, the counseling service, follow-up services, school handbooks, and the school newspaper, may be helpful in explaining placement services to pupils. Local newspapers, letters to parents, and talks to community groups help to acquaint the community with the service. As many of these devices as possible should be used to inform interested persons about the schools' facilities for job placement. An informed community will be prepared to cooperate more effectively with the school in its attempt to make the placement process contribute to the occupational adjustment of present and former pupils.

Establishing Cooperative Relationships With Community Agencies

To an extent not surpassed by any other guidance service, placement requires the cooperation of community agencies. Though the staff may provide counseling, follow-up, and other services, they cannot provide jobs without the cooperation of employers. Frequently employers may be reached more effectively by other community agen-

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[4] Warters, Jane, *High School Personnel Work Today.* New York: McGraw-Hill Book Company, Inc., 1946. P. 182. Quoted.

cies. The state employment service and other community agencies sometimes have access to, or information about, employment opportunities not available to the school. Utilizing the services of community agencies not only increases the number of persons devoted to the placement needs of pupils, but also contributes to more economical and effective operation through reduction of duplicated activities.

A distinctly valuable feature of coordinated placement services is the pooling of the competencies of individuals in the various cooperating agencies. Some persons may be especially successful in developing jobs, others in preparing job analyses, others in assisting individuals through counseling, and still others in each of the remaining aspects of the placement process. The school should accept responsibility for the orientation of pupils to the world of work and for counseling services leading to the choice of an occupational area. If placement is to be made through referral to a community agency, the school should make certain that the placement made is entirely in harmony with the pupils' interests, aptitudes, abilities, and personal wishes. Too often pupils are referred to other agencies without a knowledge on the part of school placement personnel of the quality of the service provided. Referral of a pupil to a cooperating agency for job placement does not relieve the school of its responsibility for ascertaining that the pupil achieves satisfactory job placement and adjustment.

Providing Reliable Job Information

The school should ascertain that the job information it provides for pupils is reliable. Since the information needed for placement purposes is often confined largely to local employment opportunities and requirements, placement workers must accept responsibility for gathering, filing, and determining its reliability. Among the methods used for gathering such information are community occupational surveys, follow-up studies, contacts with employers, and exchange of information with community agencies having current and reliable job information. Though information concerning job opportunities in the community is of immediate concern to the placement service, it is no less essential that information about jobs include many other job

facts of concern to the worker. Opportunities for advancement, for example, are usually of greater significance to the beginning worker than is information relating to earnings. Factors likely to affect the health of the worker, job security, abilities and aptitudes required for success on the job, working conditions and a variety of other facts about each job must be given the pupil in the process of preparation for placement. The task of gathering the wide range of information needed about each job suggests the need for assigning definite responsibilities to staff members who are to participate in the placement process. When counseling, accumulating information about pupils, follow-up of placements, and other activities involved in providing effective placement services are added to those already mentioned, the extent of the placement process becomes apparent.

Using Information About Pupils

The placement service should rely upon the individual inventory service in the school for much of the information it needs about pupils seeking the services of the placement office. Special tests and other information needed for placement must often be obtained after the pupil comes seeking assistance in choosing an appropriate occupational area. The placement service may look to the pupil's counselor for the administration of aptitude, interest, or other tests. The pupil's inventory, made up of the cumulative record and other information contained in the individual folder, will provide information concerning work experiences, hobby interests, and other information useful in assisting the individual to achieve placement consistent with his abilities and interests.

Providing Counseling Services

Placement is one of the several major functions of the guidance program which cannot be achieved through the group process. The ultimate aim of effective job placement is the adjustment of the individual to an occupation. That adjustment is a process of aiding the individual to match his unique pattern of aptitudes and interests with a work situation which is satisfying to him and his family, and which has the approval of his friends and of society. Individual differences

in every aspect of human growth and development make it imperative that the choice of an occupational area be based upon a knowledge of the strengths and weaknesses of the individual pertinent to occupational selection and adjustment.

The placement service must provide competent counseling for those whom it serves. The regular counselors in the school may provide this service, or the placement office may have counselors working exclusively with placement. In any event, placement counselors must be competent to assist out-of-school youth and adults. Aiding the individual who has had extensive work experience and comes to the placement office for aid in changing occupations, or for help in achieving satisfactory adjustment to his present job, often requires more skill on the part of the counselor than do initial placements. Frequently the counselor must obtain information about the individual from community sources in the absence of data gathered through the school's guidance program. The adult may often have a family, which hampers his efforts to change occupational direction. Adults are often less willing to accept the facts related to the difficulties frequently encountered in changing occupations. These conditions tend to make the job of adult counseling more difficult. Nevertheless, the counselor must serve adults in the community who seek placement services, and the service must be a satisfactory one.

SOME CHARACTERISTICS OF EDUCATIONAL PLACEMENT

The activities involved in assisting pupils to obtain information relating to post-high-school educational and training opportunities represent a part of the educational placement process. This truth becomes evident upon examination of the description of placement as the process of assisting the individual to reach the next step in the sequence of educational or training experiences which he accepts as appropriate for himself. The school's responsibility for educational placement is sometimes narrowly viewed. In terms of the number of pupils served and the variety of placements involved, educational placement is a more comprehensive function than is job placement.

Educational Placement Affects All Pupils

The task of aiding all pupils to adjust to the next grade and the next school suggests the continuous character of the educational placement process. Teachers are concerned not only with the pupil's adjustments to his present grade or school situation, but also with preparing him for the next situation. This preparation involves acquainting the pupil with the next step to the end that adjustment to it will be satisfactorily achieved. The personal information which teachers gather and record concerning each pupil accompanies him to the next grade or school in order that his adjustment will be facilitated through better understanding by the next teacher of his aptitudes, interests, and goals. This process of aiding the individual as he progresses through school is a placement function and responsibility of the school. It comprises many activities designed to promote individual adjustment to the next situation.

Articulation Between Schools as Placement

Assisting the individual to progress from one school to the next is a placement function. The need for this service is no less real when the individual passes from the elementary school to the junior high school, and from junior to senior high school, than when he moves from the secondary school to college. In each instance, cooperation of the sending and receiving schools is essential to the satisfactory placement of the individual in the next step. Fortunately the notion of passing or graduating a pupil *from* the sending grade or school has largely given away to the more realistic concept of passing or graduating *into* the next educational setting which offers appropriate developmental opportunities for him. The placement process involves responsibilities for staff members in the pupil's present situation, as well as the new one in which he seeks placement.

The need for the placement point of view in assisting pupils to the next situation needs to be emphasized. In no instance is this function more important than at the time pupils are preparing to enter the secondary school. At this point the sending school needs to acquaint the individual with the opportunities open to him for further educa-

tion or training, with special reference to facilities in the local community. Should the pupil plan to enroll in a college preparatory or in a vocational curriculum? Should he plan to enter a vocational school? Should he seek placement in an apprenticeship, or in an on-the-job training situation? These questions must be answered by the pupil before placement in the next situation can be decided upon. In this decision information about educational and vocational opportunities needs to be provided; counseling may be required; interviews with parents may be desirable; or other considerations may enter into placement plans.

Placement in Training Situations

There is sometimes a tendency on the part of the secondary school to restrict thinking with respect to the nature and scope of placement. Pupils are sometimes regarded as falling into three general categories: (1) those who graduate from high school and enter college; (2) those who graduate and seek employment; and (3) those who drop out of school to work or to seek employment. The fallacy of this restrictive concept of next-step opportunities becomes apparent when one considers the many opportunities for training which are of less than college grade.

Some pupils will need assistance in gaining admission to trade or technical schools at the time of, or before, graduation. Correspondence and extension classes will be suitable training opportunities for others. Apprenticeships and on-the-job training opportunities will constitute an appropriate next step for others. Business training may be desired by some graduates, especially if job opportunities are available in the community for workers with secretarial, bookkeeping, and other similar skills. Adult education opportunities may serve the needs and interests of some pupils. All of these potential next-step situations add to the complexity of the educational placement function in the secondary school. The services involved in the placement process should be concerned with providing the information, counseling, and placement in accordance with the needs and interests of individual pupils.

Placement in Cocurricular and Community Activities

Some of the educational opportunities which may serve pupils are found outside of the school's instructional program, and others exist beyond the four walls of the school. Certainly the school's cocurricular activities offer opportunities for exploring pupils' interests and aptitudes. Likewise, many community activities offer developmental experiences for pupils. It is a responsibility of the school to identify extra-class activities in the school and the community which offer desirable experience for pupils. Once these activities have been discovered and are understood, the school needs to recognize the function of placement in aiding pupils to utilize those which promise to serve the needs and interests of individuals.

Placement in these activities does not imply assigning pupils to one or another; rather it suggests the need for encouraging and assisting pupils to select those which offer needed experiences of a developmental or motivating character. The individual who finds it difficult to participate in class discussion may be helped to overcome this handicap through participation in debate, or in a group interested in extemporaneous speaking. Social skills may be developed for some pupils through participation in informal cocurricular groups. Educational and vocational interests may be developed or intensified by participation in appropriate cocurricular activities. Since these activities are founded upon the interests of pupils, they frequently provide educational and vocational exploratory opportunities. The important consideration in this connection is that pupils be helped to relate their interests to cocurricular opportunities, and that those activities which serve their needs and interests be made easily available to them.

Placement Not a Big School Activity

Placement services are essential in every school. It does not follow, however, that every school should attempt to establish a placement office to which pupils are to be referred for educational and occupational placement. The nature of the placement process demands that its services be carried on by all staff members, and at all levels in the school system. Placement services will be more effective if two requisites are provided for in the service. First, definite responsibility

should be assigned for the task of counseling in the placement service. The need for broad acquaintance with occupational and educational opportunities and requirements, skill in the counseling process, and time for counseling with placement problems are essential to the effectiveness of this aspect of the placement service. Secondly, the services which make up the placement process should be effectively coordinated. The need for coordination of these services and their proper integration into the community school program is obvious. Each of the activities involved should be closely coordinated with all the others which together comprise the total process of placement.

It is expected that small schools will have fewer facilities for an organized placement service than will larger ones. Hence teachers in these schools will need to perform the many functions which will make placement as effective as possible. The activities involved in bridging the gap between grades and schools, between school and job, between school and college, and between school and other training opportunities can be effectively carried on in small schools. The principal of every school should consider the function of placement as an integral part of the total educational process. The placement needs of pupils should be met without respect to the size of the school. The school's responsibility for this service will be met only when it provides the most effective services possible under the conditions existing in the school.

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CHAPTER 10

THE FOLLOW-UP SERVICE

THOUGH conducting follow-up studies of graduates and drop-outs constitutes a major aspect of the follow-up service, other important activities are involved. The follow-up function must apply to individuals as well as to groups. The counselor needs to check up on counselees to determine the extent to which they have made satisfactory adjustment to courses, curricula, cocurricular activities, jobs, or the next school. However, the purpose of this discussion is to present a plan for carrying out studies of former pupils.

Functions of the Follow-Up Service

The concept of follow-up as a service suggests the need for maintaining continuous contacts with graduates and drop-outs. Though collecting information about former pupils in a spasmodic fashion may occasionally provide some information which suggests need for improvement of the school program, data essential to continuous appraisal and modification of curricular and guidance services must be accumulated over a period of years. Examination of the major functions of follow-up studies will serve to suggest the kinds of information to be sought from former pupils.

SERVICE FUNCTIONS

1. Keep in touch with all school-leavers for a period of years for the purpose of giving aid in making adjustments, securing additional training, or serving them in other ways.

2. Keep the school informed of the difficulties former pupils encounter on jobs or in other schools.

3. Locate and offer assistance to unadjusted graduates; those who are unemployed, those who dislike their work, those who find little or no chance for advancement, and those who have become discouraged.

4. Improve cooperation between high schools and institutions of higher learning for the benefit of pupils.

5. Obtain information concerning the colleges, universities, business, trade, and technical schools, apprenticeships, and on-the-job training opportunities being utilized by former pupils and the advantages which they offer.

6. Locate occupational opportunities which may be of interest to present and former pupils.

7. Bring employers and potential workers together for their mutual benefit.

8. Keep the school in touch with current occupational opportunities, requirements, and trends.

GUIDANCE FUNCTIONS

1. Supply counselors, teachers, and administrators with information about the problems of former pupils. Information concerning the experiences of recent graduates and drop-outs is valuable in helping pupils in school to plan for the future.

2. Follow-up studies frequently show that those who have developed certain occupational skills are in demand and are able to obtain suitable employment, while others have skills which have no market value. Information concerning the skills needed by workers for available jobs provides a basis for appraising the school's occupational training program.

CURRICULUM RESEARCH AND REVISION FUNCTIONS

1. Evaluate the effectiveness of the school curriculum and modify, extend, or expand the curriculum in light of the experiences of school-leavers, with follow-up information providing the basis for such changes.

2. Assist in adapting the school program to the needs of pupils and community through desirable modifications.

3. Evaluate specific portions of the school program, such as: guidance services, instruction, cocurricular activities, etc.

4. Provide information for pupils, teachers, administrators, and

patrons to aid in understanding better the school's aims, achievements, and limitations.

These functions cannot be carried out effectively through sporadic studies. The concept of follow-up as a continuous process must be put into practice. Each school should plan its follow-up service in light of the amount of time the staff has to devote to the many duties involved.

Preparing Pupils for Follow-Up

One of the persistent problems encountered in follow-up studies is that of obtaining adequate return of questionnaires from former pupils. One helpful practice in this connection is that of using follow-up results in discussions with high-school groups. Once pupils understand the need for follow-up data in modifying and improving the school program they will be more likely to cooperate with studies when they leave school. Every opportunity should be seized upon to emphasize to pupils the importance of follow-up information as a basis for evaluating and continuously improving the school program. Pupils should be drawn into the planning and carrying out of studies in order that they will develop interest and understanding of the process.

The Staff and Follow-Up

Though leadership in the follow-up service may often be provided by counselors, the entire staff has a responsibility for participating in it. Training programs for counselors usually include experiences related to follow-up procedures, thus preparing them to aid the staff in more effectively planning and carrying out studies of former pupils. The plan presented in this chapter for organizing and carrying out follow-up studies will impress upon the reader the multiplicity of details inherent in the study procedure. Even though the counseling staff may be adequate for assuming full responsibility for the task, the information obtained must often affect the instructional program, an objective which will not be accomplished in the absence of staff support and participation in the project. Moreover, excessive time de-

voted to any one aspect of the guidance program on the part of the counselor is certain to result in failure to give adequate time to other of its services.

A SUGGESTED FOLLOW-UP PLAN

Follow-up studies provide a means of gathering two types of information of value to the school: (1) the kinds of occupational, educational and training opportunities found desirable and profitable for former pupils; and (2) information which provides appraisal of the experiences which former pupils had while in school.

In carrying out follow-up studies some schools have taken the path of least resistance with the result that the data gathered were disappointing, if not wholly without significance. The practice occasionally followed of using questionnaires prepared for use in another school has sometimes led to the conclusion that follow-up yields little information of value. It goes without saying that follow-up forms must be planned to obtain information of significance to the particular school. Each staff should develop its entire plan around the answers to these three questions:

1. Precisely what information should we seek from former pupils, and for what purposes?

2. What questions should be included on the follow-up form to get the desired information?

3. Of what value is this information likely to be in appraising, modifying, and improving the school program?

It is of utmost importance that follow-up studies be planned and carried out as a cooperative service involving the entire staff. In addition to obtaining general information related to occupational and educational opportunities and evaluation of the school program, individual teachers should feel that the follow-up procedure will give them certain information related to the effectiveness of their subjects and methods of instruction. In harmony with these general and specific objectives of follow-up, it should be ascertained at the onset that the plan will provide the information desired by the staff, and that the data obtained will meet the objectives of the study.

Initiating a Follow-Up Study

The school should accept responsibility for initiating any follow-up studies to be made of its former pupils. The principal should provide administrative leadership in the process. Before beginning, he should survey the facilities in the school and community for carrying the study to completion. For one person to attempt such a study alone would virtually assure its failure. In every instance it is desirable to enlist the assistance of community agencies and individuals in the undertaking. Since the information obtained will have implications for the total school program, the entire staff should participate in the study from the early planning stage to the tabulation and interpretation of the results. Later suggestions will be made for utilizing the services of staff members and community agencies in the study.

Purposes of a Follow-Up Study

An important function of the secondary school is that of aiding pupils to achieve educational, occupational, and personal adjustment. The instruments and procedures commonly used in follow-up studies will provide information basic to continuous appraisal of those aspects of the school program aimed at satisfactory pupil adjustment, and should indicate related areas in the school program which need modification. They will also provide means of appraising given practices and techniques designed to promote pupil adjustment. The introduction of new practices and techniques may be suggested, and these may then be subjected to evaluation through continuous use of the follow-up procedure. The data gathered will be useful, also, in acquainting the community with changes needed in the school program and thus bring support to the task of curriculum modification.

SOME SPECIFIC OBJECTIVES OF A FOLLOW-UP STUDY

The general objectives of the follow-up technique are made up of a number of specific objectives, each one of which suggests kinds of information which should be sought from former pupils. Some of the specific purposes are:

1. To determine the holding power of the school.

2. To discover grade levels at which most drop-outs occur.

3. To learn why pupils leave school before graduation.

4. To seek information which will provide clues for identifying potential drop-outs.

5. To determine the mobility of former pupils.

6. To determine the percentage of drop-outs and graduates who seek further training after leaving school, and whether the secondary schools should provide training of the kinds pupils seek later.

7. To determine the percentage of pupils who enter college, and what colleges.

8. To determine the percentage of former pupils who enter employment immediately after leaving school.

9. To evaluate the effectiveness of the school's placement activities.

10. To discover employment opportunities for young workers in the local community.

11. To discover the barriers to employment and occupational adjustment encountered by former pupils.

12. To obtain the opinions of former pupils concerning the efficacy of the guidance program.

13. To obtain opinions concerning needed modifications of the curriculum in light of the experiences of former pupils.

14. To compare the occupational stability and adjustment of graduates and drop-outs.

15. To compare the occupational interests of pupils with those expressed by them before leaving school.

16. To identify former pupils who need further counseling to aid them in making more adequate personal, educational, or occupational adjustments.

17. To identify former pupils for whom the school might offer additional education, training, or other needed services.

Though these objectives represent only a few of many specific ones common to follow-up, they serve to illustrate the detailed purposes of such studies as carried out by secondary schools. A later section will suggest areas in which follow-up information might be sought

and its implications for evaluating the curriculum, improving guidance services, and contributing to faculty growth by providing a better understanding of the need for gearing the school program to the needs of pupils.

Planning a Follow-Up Study

It has been suggested that the planning of a study of school-leavers should be a shared experience. Though the principal must lend the full support of his position to the undertaking, the planning and execution of the process should be shared with the staff. If it is administratively desirable to have the planning and subsequent activities carried on by a committee representing the staff, pupils, and the community, as may be the case in large schools, every staff member should have ample opportunity to make suggestions as the process is carried forward. This fact is emphasized by the role teachers play in program modifications which may stem from the follow-up process.

Publicity is an important aspect of the study planning. The planning group should formulate definite plans for acquainting the school and the community with the nature, scope, and purposes of the study. It should be remembered that publicity alone will not gain the cooperation of former pupils essential to adequate questionnaire returns. Orientation classes, cocurricular groups, classrooms, and other pupil groups should be introduced to the follow-up plan before they leave school. A definite plan should be initiated for discussing follow-up studies with pupils so that none will graduate, and as few as possible drop out, before they have been acquainted with the nature and purposes of the follow-up service.

Establishing the Purposes of the Study

Before any forms for gathering follow-up data can be prepared, the general and specific purposes of the study must be established. The items listed under the topic, *Some Specific Objectives of a Follow-Up Study*, suggest the nature of follow-up purposes. It is upon these specific objectives that items must be formulated for inclusion in the questionnaire to be sent to former pupils.

Determining the Scope of the Study

It is necessary at the outset to decide upon the scope of the fol-
low-up study. The term *school-leavers* usually employed in connection
with such studies suggests that both graduates and drop-outs should
be included. Except in the case of specialized studies, such as those
designed to follow up only those graduates who have entered college,
drop-outs often provide more information bearing upon the objectives
of the study than do graduates.

One of the decisions relating to establishing the scope of the study
is that of the classes to be included. Each group should be identified
by year of graduation. Drop-outs may be included with the graduat-
ing class of the year in which they would normally have graduated.

If the purposes of the study are quite comprehensive, significant
information is not likely to be obtained alone from former pupils who
have left school within a year prior to the study. However, if the study
includes several groups, such as the graduating classes of one, three,
and five years ago, the class of the previous year may well be included.
In this case, the classes of three and five years ago will provide infor-
mation which will supplement the incomplete or immature data
sometimes obtained from former pupils who have left school rather
recently. Moreover, certain evidences indicating growth patterns will
likely reveal themselves if the "one-three-five" plan is followed.

The follow-up may be planned to reach all school-leavers of each of
the years to be studied, or the groups may be sampled. The technique
to be employed in this connection should be determined on the basis
of at least two factors: (1) the size of the classes, and (2) time and
money available for the clerical aspects of the study. If the groups to
be studied exceed a total of two or three hundred, a sampling might
be desirable. A smaller number will permit a more intense re-contact
of former pupils who do not return the follow-up questionnaire
promptly.

Planning the Follow-Up Method

In carrying out the study a combination of personal interviews and
mailed questionnaires is desirable. Though it may not be feasible to
attempt to interview all former pupils included in the study who

reside in the local community, it is desirable to interview a reasonable number. The chief value of the interview technique stems from the experience gained with the follow-up questionnaire. If the form is used in a few instances by competent interviewers, the questions included may be evaluated in terms of clarity and adaptability before mailing the form to nonresident respondents. Since the mailed form cannot be interpreted for the recipients, it is important that it contain clear and concise questions in order to assure identical interpretation of each item on the part of all former pupils.

Preparing the Mailing List

A first step in the preparation of a mailing list of school-leavers is that of settling upon the classes to be included in the study. Though the plan of studying the graduating classes of one, three, and five years ago is a commonly used one, certain factors may enter in to suggest some other pattern. It is necessary to select representative groups if the results are to be reliable. Follow-up studies during the years 1941 through 1945 found a great number of former pupils in the armed services or in war industries, and thus provided a minimum of data relating to permanent occupational opportunities or job adjustment of former pupils. In recent years a number of schools have studied classes over a period of years in order to obtain information concerning the experiences of former pupils under a variety of socioeconomic conditions. The following plan illustrates such a study:

Group I, 1945 and 1946: To get information about recent graduates and drop-outs, most of whom entered college or sought other training, became housewives, or took jobs.

Group II, 1943: Most of this group entered the armed services, war industries, or became housewives.

Group III, 1939 and 1940: This group is similar to Group I, except that fewer jobs were available for those who sought immediate employment.

Group IV, 1933: This group left school during the "depression," and its members were generally delayed in making occupational adjustments of a permanent character. Tabulation of the returns from this group indicated the effect of adverse economic conditions upon

college attendance, occupational adjustment, marriage, and other plans and activities dependent upon economic self-sufficiency.

Obviously in a study as extensive as the one cited above in which more than 500 former pupils were involved, it would be desirable to sample each group rather than attempt to reach the entire group. Sampling can be done by listing the members of each class alphabetically and choosing every second, third, or fourth name. The total number to be included can be decided upon in accordance with the financial and personnel facilities available for gathering, tabulating, and interpreting the results of the study. For each name selected, an alternate should be designated in the event the first choice cannot be located or fails to return the questionnaire.

The alphabetical lists of former pupils to be used in the random selection of respondents should be compiled separately by classes. Graduates and drop-outs should be listed separately. If the drop-out group is relatively small, it will usually be worth-while to send a questionnaire to each one whose mailing address can be obtained. In general, a lower percentage of returns will be received from drop-outs than from graduates.

Locating Former Pupils

While the school's records may provide present addresses of many recent graduates and drop-outs, those who left school two or more years prior to the study will be more difficult to locate. Some of the methods employed with success in locating former pupils are suggested below.

THROUGH PUPILS IN SCHOOL

Relatives and friends of former pupils who are in school may be able to provide recent addresses of some who are to be included in the study. A list of persons whose recent addresses are unknown might be prepared and presented to all pupils in the school. Usually the plan of posting the names of former pupils on bulletin boards will provide some addresses.

THROUGH PARENTS

Parents of former pupils living in the local community are an excellent source of information. A committee of pupils may be established to get in touch with agencies and individuals in the community who are likely to be able to supply the addresses of former pupils.

THROUGH FORMER EMPLOYERS

Local employers are a valuable resource in obtaining addresses of former pupils. School records will usually indicate work experiences, including data on employers, and thus provide help in locating employers who may be able to supply the addresses of some former pupils.

COMMUNITY AGENCIES AND INDIVIDUALS

Former pupils known to have participated in the activities of community organizations may be located through them. Religious, civic, and service organizations are examples of groups likely to have a record of present addresses of former pupils. Former pupils living in the local community often are in touch with former schoolmates. If high-school alumni organizations exist, their members can usually be depended upon to assist in obtaining addresses of former pupils.

MISCELLANEOUS SOURCES OF INFORMATION

Public employment offices, former business associates of the pupil of his parents, and persons who are known to have associated with a former pupil in any connection should not be overlooked as probable sources of information concerning his present address. Every reasonable effort should be made to locate a former pupil before he is marked off the list as unavailable.

Estimating the Cost of the Study

The clerical services needed in carrying out a follow-up study may often be obtained through typing or office practice classes. The task of preparing mailing lists, mailing out forms, and tabulating returned

questionnaires often requires more time than the regular office staff has available. The cost of materials and mailing is nominal.

Experience gained from previous studies points to the desirability of printed follow-up questionnaires over mimeographed ones. The added prestige which printing gives to the questionnaire is likely to bring a greater percentage of returns than would be obtained through use of the same questionnaire mimeographed. The additional cost of printing will be partially offset by the fewer number of follow-up letters required for getting questionnaires returned. The cost of postage can generally be expected to average from six to eight cents per respondent, including the cost of one self-addressed stamped envelope enclosed with each questionnaire sent out. The total cost of a follow-up study may be kept to a sufficiently small figure to enable schools with limited financial resources to carry it out without hardship.

Setting Time Limits

An essential part of the planning of a follow-up study is that of setting a deadline for completion of the project. The planning should usually not set an inflexible deadline during the early stages, but should estimate the time to be allowed for getting the questionnaires out and returned so that the time for later activities in the study may be tentatively established.

Planning for Publicity

The planning of the follow-up study should include provision for publicity designed to acquaint the community with the nature and purposes of the study. The responsibility for securing publicity should be assigned to a committee, or should be accepted by the superintendent or principal. Local and school newspapers, radio, talks to local service clubs, parent-teacher associations, and other community groups are among ways to acquaint the community with the study.

Preparing the Follow-Up Form

The content and length of the follow-up form will be conditioned by the purposes of the study. The preparation of the form should be

assigned to a staff committee after the group has decided upon the general and specific objectives of the study. After the form has been prepared, the staff should have an opportunity to discuss the questions included in order that each may be sure that any questions needed to evaluate a particular area of the school program of interest to him have been included. Some general rules to be observed in formulating the questionnaires are these:

1. Items should be stated as briefly and concisely as possible.

2. Items should require as little writing by respondents as possible.

3. Adequate space should be provided for replying to items which require that the respondent write in the blank.

4. Avoid questions which embarrass respondents. (Don't ask reasons for divorces, causes of illnesses, etc.)

5. Don't insist that respondents give their names. Make names optional.

6. Avoid items to which no definite value can be assigned. Don't ask questions simply because the answers "would be interesting."

7. Keep in mind that the longer the questionnaire, the lower is likely to be the percentage of returns.

In addition to the follow-up form, a cover letter should be prepared to accompany each one. If the sampling is relatively small, it may be desirable to accompany the form with a personal letter. In general, a mimeographed cover letter will suffice with the original questionnaire. Subsequent follow-ups of the questionnaire will usually be more effective if accompanied by a personal letter.[1]

Gathering the Data

The data-gathering process is a relatively simple one if all of the activities which precede the mailing of questionnaires have been properly carried out. It is assumed that the addresses of former pupils who are to receive forms have been verified. The task then is the mailing of questionnaires.

Respondents who have not returned questionnaires within a reasonable time should be sent a follow-up letter urging them to take the

[1] Sample follow-up forms will be found at the end of this chapter.

time to fill out and return the form. Replies to this communication not received within ten to twelve days should receive a second follow-up letter. This should be followed within a few days by a third and final letter urging the return of the questionnaire. Each respondent should be sent a note of appreciation upon receipt of the completed follow-up form.

The process of gathering follow-up information through personal interviews requires careful consideration on the part of the planning group. Whether teachers, pupils, or persons from the community are to interview former pupils, some training in interviewing will usually be helpful. The adequacy of responses obtained by the interview method will depend to a marked degree upon the skill of the interviewers. The task of training interviewers should be assigned to counselors or other persons who have had interviewing experience.

An important aspect of the process of training interviewers is that of studying the follow-up questionnaire. This should involve an item-by-item discussion of the blank for the purpose of developing an understanding of the kinds of information to be sought under each question. Interviewers should be prepared to answer any questions of former pupils concerning the reasons for requesting any particular item of information.

Tabulating the Data

As the follow-up forms are returned, the names of respondents should be systematically checked on the mailing list. Master tabulation sheets will be desirable if the study involves a great many questionnaires. Follow-up items so formulated as to permit response through use of check marks lend themselves to tabulation more easily than items requiring a written reply. However, items requiring essay type responses should not be entirely omitted from the questionnaire in the interest of convenience alone. If essay type responses will yield valuable information not obtainable through objective type items, they should be used. Experience has shown that some of the most valuable suggestions obtained through follow-up have come from letters which former pupils have attached to returned questionnaires.

Though most of these suggestions are not amenable to systematic tabulation, they are nonetheless valuable.

Since many of the data obtained through follow-up will have greatest significance when reviewed along with the individual's school record, the record of each respondent may be set aside in a separate file as a questionnaire is sent to him. As each questionnaire is returned it might be dropped into the individual's folder until the process of interpreting the data is completed. Possible interpretations presented under the next topic will suggest the need for studying the respondent's school records in relation to the follow-up data obtained.

Interpreting and Using the Data

The major value of follow-up studies lies in the interpretation and use of the data obtained. It is assumed that the questionnaire will have been planned to collect information for specific purposes. The information should then either suggest ways of improving the school's program of educational services, or it should confirm the adequacy of the present program. Listed below are several areas in which information is frequently sought in follow-up studies. Under each are suggestions relating to possible interpretations.

PRESENT EMPLOYMENT STATUS

In this area, the information sought usually concerns the kinds of jobs held, earnings, degree of job satisfaction, means by which jobs were obtained, and their relation to occupational training while in high school. It may be found that too many graduates who are prepared for employment in a particular occupational area are unemployed, or are finding employment outside of the community. Does this finding suggest too many trainees in this occupational area? Does the school know how many opportunities are available each year in the community? Is the training inadequate for the jobs available? Are the jobs accepted by graduates in line with the school's record of their occupational interests? If not, should the school improve its service

for counseling related to occupational choice? Are similar conditions found among graduates who majored in other curricular areas? If so, should the school consider a community occupational survey to discover available opportunities for its pupils? Does it appear that jobs are available in the community and that placement services are needed to aid pupils in obtaining appropriate job placements?

The places of employment of former pupils will suggest the degree of mobility of graduates and drop-outs. Are they leaving the local community to find employment? If so, why? Are they accepting jobs elsewhere comparable in nature and earnings to those available in the local community? If the answer is in the affirmative, why are they? Is the school helping them to appreciate and participate in community life with respect to civic, social, recreational, and other developmental activities?

These are a few of the many implications arising out of the responses of former pupils to follow-up questionnaires. The questions one might raise concerning the data obtained through such studies apply to both graduates and drop-outs. The important part of the study is its interpretation. The entire staff should participate in attempting to draw out all of the implications of the data collected.

THE AREA OF FURTHER EDUCATION

The successes and failures of former pupils who enter other education or training programs after leaving high school will often suggest ways of making curriculum and guidance services more effective. Though not always true, failures in any of these areas may suggest a need for strengthening certain areas of the curriculum, or they may suggest a need for a broader curriculum in occupational training and less emphasis upon college preparatory courses, or vice versa.

It may be found that some former pupils are obliged to seek further pre-employment training in some area in which the school's training program is considered adequate for job entrance; or the greatest number of jobs above the unskilled level may be in areas in which the school offers little or no training. Properly formulated items for the

follow-up questionnaire should point out strengths and weaknesses inherent in the curriculum of the kinds suggested above.

THE AREA OF OCCUPATIONAL INTERESTS

The present employment of former pupils may be checked against any information which the school has concerning their claimed and measured interests. This procedure may be especially helpful in planning the interest measurement aspects of the testing plan if former pupils are asked to state in what occupations they expect to engage as a life's work. If interest measures are available for a considerable number of them, and if they are predictive of their future occupations, the guidance program may need to take a more positive role in assisting pupils to plan their education and work experiences related to their measured interests.

THE SIGNIFICANCE OF OTHER AREAS

The areas of follow-up information mentioned above serve only to suggest some of the kinds of information which might be sought through follow-up studies. The kinds desired about former pupils should be determined in each school by the purposes of the survey. It should be recognized that these purposes must be established before any move is made in the direction of formulating the follow-up questionnaire. The sample forms at the end of this chapter are illustrative of the items included on some follow-up schedules, and should not be accepted as suited to the needs of any particular school without critical study leading to such additions, deletions, and modifications as are essential to their proper adaptation.

Interpretation of the data obtained through follow-up should be regarded as a preliminary step in the process of using the information for improving the school's total educational program. The questions raised above suggest some of the changes which might result from the uses which former pupils have made of their school experiences. In addition, frank appraisals of the value of certain experiences

should be carefully studied for inferences germane to the present school program. A review of the original purposes of the study will be helpful in the interpretation and implementation of the findings. Certainly if the school's curriculum is aimed primarily at college preparation, a majority of pupils should properly be expected to have entered college. If, on the other hand, a majority are entering an occupation upon leaving high school, some provision should be made for meeting their needs for occupational training. Again, if many are remaining in the local community as adult workers, the school should provide experiences and training for participation in community life. Every area of experience explored should suggest an area to be evaluated on the basis of the opinions and suggestions of former pupils.

Preparing the Follow-Up Study Report

The follow-up process should not be considered complete until a summary of its findings and implications has been prepared. This report should be written in a manner readable by pupils and citizens as well as by teachers and administrators. It should be a clear, concise statement of the purposes for which it was made, and the procedures employed. The summary should present an account of the information gathered so that readers may understand the basis upon which conclusions concerning its implications have been drawn. A statement concerning the proposed plan for carrying out the changes implied by the study should be included.

ADAPTING FOLLOW-UP PROCEDURES TO SMALLER SCHOOLS

The general objectives of follow-up studies are essentially the same without respect to size or location of the school and community concerned. In smaller communities, however, the procedures involved are less complex, a fact which stems from fewer school subjects and activities as well as a lesser number of graduates and drop-outs each year.

The specific objectives of studies in smaller schools are more limited in character. While larger secondary schools may offer postgraduate education and training for former pupils, smaller ones may

be obliged to require pupils to take all available offerings to satisfy graduation requirements. By the same token, only relatively large schools are prepared to offer extensive job placement and adult education opportunities.

The follow-up process in smaller schools requires less staff time in all its aspects from planning to completion. Fewer questionnaires will be sent to former pupils, but it does not follow that the studies will have less significance in evaluating and improving the school program. Though it is not possible to point up detailed differences in the procedures involved in follow-up in schools of various sizes, the reader will recognize the activities of the process which may be carried out less formally in smaller schools. It is hoped that the pattern suggested for planning and carrying out studies will be modified by each school in accordance with its size, the availability of staff members for developing the study, and such other factors as will suggest need for local modifications.

SOME SIGNIFICANT FINDINGS OF THE LOUISVILLE STUDY

In the spring of 1947, the U. S. Department of Labor interviewed a sample of young people in Louisville, Kentucky—524 boys and girls out of school and in the labor market, of whom 440 had not completed high school.[2]

The major purpose of this study was to obtain up-to-date information on youth employment problems sufficiently representative so that it would be suggestive of needs in many communities. It is hoped that school administrators, counselors, placement workers, and other officials as well as community youth agencies will find the information it provides useful in promoting understanding of the problems and conditions of young people. The questions asked these young people were focused on their educational background, their reasons for leaving school, their work experiences, their ambitions, and their problems in finding satisfying work careers. The

[2] Miss Elizabeth S. Johnson, Director of the Child Labor Branch of the Wage-Hour and Public Contracts Divisions of the Department of Labor, was in charge of the project. Miss Caroline E. Legg, child labor analyst on the staff of the Child Labor Branch, assisted in directing the field study and was responsible for the analysis of the statistical data obtained.

results of the study were analyzed separately for the three different age groups[3] were taken into account when selecting the sample.[4]

One of the most significant findings of the Louisville study was the number of pupils who dropped out because of dissatisfaction with the school. Of the 440 who left school before graduation, 209 reported leaving for this reason. These pupils reported that they were dissatisfied with courses, teachers, or discipline, and experienced discouragement over their own progress or inability to adjust themselves to new conditions when transferred from one school to another. Johnson and Legg reported further:

As many as eighty-four others mentioned dissatisfaction with school as a secondary reason, making a total of 293, or sixty-seven percent of all non-graduates interviewed, who left school wholly or partly because of dissatisfaction with some phase of school life.[5]

The table on the opposite page classifies the outstanding factors involved in pupils' reasons for dropping out of school.[6]

The second most dominant cause for leaving school was economic need. Thirty-four per cent of the drop-outs, a total of 151, gave this reason as the chief one, or as one among others, for leaving school. Other reasons, in the order named, were a desire to go to work, marriage or pregnancy, and "other reasons."

This study seems to suggest weaknesses in the school program which might be corrected, at least in part, through definite efforts to

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[3] The sample, which was drawn for the current school census, represented, out of all youth in Louisville, Kentucky, who were not in school and were in the labor market, roughly two thirds of those fourteen and fifteen years of age, and relatively small proportions of the older groups. All areas of the city were represented in the sample, white and Negro young people being included in proportion to those segments of the total population of the same ages in the city, or in the ratio of approximately 6 to 1. Veterans and members of the armed services were not included inasmuch as they constituted a fractional group of the population about whom much more information is available on needs and services than is available about other out-of-school youth.

[4] Johnson, Elizabeth S. and Caroline E. Legg, "Why Young People Leave School," Washington, D. C.: courtesy of *Bulletin of the National Association of Secondary-School Principals*, November, 1948. Pp. 14–15.

[5] *Ibid.*, p. 17.   [6] *Ibid.*, p. 18.

OUTSTANDING ELEMENT IN REASONS FOR LEAVING SCHOOL AS GIVEN BY NONGRADUATES

Nature of dissatisfaction[7]	Young people who gave dissatisfaction with school as—		
	Principal reason for leaving	Contributory reason for leaving	Either principal or contributory[8]
Total	209	84	293
Failing grades—discouraged	38	22	60
Dissatisfied with courses	29	25	54
Disliked teachers or teaching methods	25	40	65
Disliked social relations, or the non-coed system	13	23	36
Unable to adjust after transfer	8	2	10
Thought discipline too severe	5	4	9
Other miscellaneous reasons	17	16	33
Disliked school generally— no specific reason given	74	33	107

remove some of the causes which contribute to the dissatisfaction of pupils with the school program. The drop-out problem and its causes are high-lighted by the Louisville study. One is prompted to raise certain questions concerning the reasons given by pupils for leaving school before graduation. For example:

1. Are failing grades frequently caused by lack of a reasonable effort to understand each pupil, to individualize instruction to meet his needs and level of ability, and to provide him with counseling and other appropriate guidance services?

2. Is sufficient effort made to discover need for curriculum modifications and to bring them about to the best of the school's ability?

3. Are pupils "counseled" into courses and curricula rather than

---

[7] Excludes dissatisfaction specifically due to lack of personal funds, which is included with economic reasons.

[8] In this column one individual may appear one or several times, according to the number of ways in which dissatisfied; hence the figures add to more than the total here shown.

being assigned or permitted to make random choices in the absence of pertinent information concerning them?

4. Are teachers sensitive to the opinions and needs of pupils in the selection of teaching methods?

5. Do the schools offer adequate orientation services in aiding new pupils to feel at home and to make adequate adjustments to the new school environment?

6. Is discipline resorted to only after the administrators, teachers, and counselors have exhausted every reasonable means of discovering and removing causes of the behavior responsible for disciplinary action?

7. Is it possible to identify pupils through observation and individual analysis before they reach the stage of general dissatisfaction with school?

Certainly, dropping out of school is often the culmination of repeated failure to derive satisfaction from school experiences. Behavior patterns are well established long before pupils reach the end of the compulsory school period. The task seems to be that of employing more effective techniques for understanding each pupil, so that symptomatic attitudes and behavior will sound a warning early enough in his school experience to identify him as a potential drop-out. Once this is done, positive steps may be taken to aid him in making a satisfactory school adjustment.

A SCHEDULE FOR
A FOLLOW-UP STUDY OF SCHOOL-LEAVERS

What year did you leave_____ high school?_____

	Mr.	Present	
Name:	Mrs.	Address	
	(optional)		(optional)
	Miss		
	Married		
Girls			
	(Write maiden name here—optional)		City State
Phone			
			Date filled in

1. What is your present employment status?
   a.____Employed for wages, full time.
   b.____Employed for wages, part time.
   c.____Unemployed and seeking work.
   d.____In armed forces.
   e.____Housewife.
   f.____In school full time.
   School now in

   _____
   Name of School   Location
   How long after leaving high school did you enter present school?

   _____
   Months

2. If you are now employed, give
   a. Name of employer_____
   b. Business or product_____
   c. Kind of work you do: (Describe briefly)
      (1)____Executive_____
      (2)____Professional_____
      (3)____Managerial_____
      (4)____Clerical_____
      (5)____Skilled labor_____
      (6)____Semiskilled labor_____
      (7)____Other_____
   d. How long a period of time elapsed between the end of your high-
      school education and your first job?
      (1)_____ 0 to 3 months.
      (2)_____ 4 to 6 months.
      (3)____12 to 18 months.
      (4)____Months.

3. How did you obtain your first job after leaving high school?
   a.____Through family or friend.
   b.____Public employment agency.
            Where located?_____
   c.____Private employment agency.
   d.____Newspaper advertisement.
   e.____Through the school.
            What person in school?_____
   f.____Found it yourself

4. If employed *full time*, what is your weekly wage range?
   a.____$21 to $30.   c.____$41 to $50.
   b.____$31 to $40.   d.____$51 to $60.   e.____over $60.

5. List the jobs you have held since leaving school:

Employer	Kind of Work	Length of Employment

6. To what extent is your present job like the type of work you hoped you would follow when you left high school?
   a.____Didn't have any definite ideas about work while in high school.
   b.____Not related at all.
   c.____Is somewhat related.
   d.____Closely related, but not what I expected.
   e.____Exactly the kind of job I hoped I would get.

7. What is the relation of your high-school training to your present job?
   a.____No relation at all.
   b.____Gave me a general background.
   c.____Gave me specific preparation.

8. What subjects taken in high school have been most helpful to you in your present job?
   _____

9. What subjects taken in high school have been least helpful to you in your present job?
   _____

10. How well satisfied are you with your present job?
    a.____Highly satisfied.
    b.____Reasonably well satisfied.
    c.____Indifferent.
    d.____Somewhat dissatisfied.
    e.____Very dissatisfied.

11. To what extent has the counseling you received been helpful to you? (Counseling here means individual help by teachers, counselors, and principal with educational, vocational, social, and other similar problems.)
    a.____Didn't receive counseling in high school.
    b.____It wasn't helpful at all.
    c.____Very little help.
    d.____Some help.
    e.____Extremely helpful.

12. To what extent do you feel a high school should attempt to help pupils solve their educational, vocational, and personal problems?

a.____Very much.
b.____Much.
c.____Some.
d.____Very little.
e.____None.

13. How much help did you receive from your high-school teachers in choosing and planning for an occupation?
    a.____None.
    b.____Very little.
    c.____Some.
    d.____Much.
    e.____Very much.

14. What were the outstanding qualities of the teacher you remember as having been most helpful to you while in high school?
    a.____Fairness.
    b.____Sense of humor.
    c.____Presentation of subject matter.
    d.____Personal appearance.
    e.____Pleasing personality.
    f.____Made you work hard.
    g.____Attempted to make class work fit the abilities and interests of each individual pupil.
    h.____Other_____

15. If you are employed in some community away from here, give your reason for leaving.
    a.____No opportunities in what I wanted to do.
    b.____Left because my family moved away.
    c.____Didn't like the community where I went to school.
    d.____Wanted to live where I now am.
    e.____Other reason_____

16. If you attended college after leaving high school, which of your high-school experiences do you feel were most helpful to you?
    a.____College preparatory courses.
    b.____Extracurricular activities.
    c.____Learning to get along with others.
    d.____Counseling by faculty members.
    e.____Personal associations with teachers.
    f.____Other_____

17. If you attended school after leaving high school, give the following information:
    a. How long did you go?_____

    Months

    b. Degrees or diplomas received_____
    c. Do you think the high school should have provided the kind of training you have taken since leaving school?_____

                                             Yes   No

    d. Give types and names of schools you have attended:
        College_____
        Trade school_____
        Business school_____
        Evening school_____
        Employer's training program_____
        Correspondence course_____
        Other_____

18. List the social, civic, religious, and other community activities in which you now regularly participate. Indicate offices you hold or have held in each group.

_____
_____
_____
_____
_____

19. List your present hobby or hobbies.

_____
_____
_____

VOCATIONAL GUIDANCE AND PLACEMENT OFFICE

Holland Public Schools
Follow-up Study of
Graduates of Holland High School

Name_____ Age_____
Address_____ Telephone No._____

Dear Graduate:

    You are urgently requested to complete this questionnaire to give us information of a statistical nature that will help us better serve present and future students of Holland High School. It also gives you an opportunity to tell us of any further service we may be able to give you. It is important

that we have a completed questionnaire *from every graduate in the class of* _____.

> Very sincerely yours,
> Gerrit H. Wiegerink
> Director of Placement

Note: ANSWER ONLY THOSE PARTS THAT APPLY TO YOUR
      SITUATION.

Part I. TO BE ANSWERED BY GRADUATES WHO ARE CON-
        TINUING THEIR EDUCATION.

Name of School_____Course_____
Will you return to Holland summers? Yes____No____. If so, will you
want summer work in Holland? Yes____No____. If so, what kind of
work?_____. What occupation do you now
plan to enter as your life's work?_____.

Part II. TO BE ANSWERED BY GRADUATES IN FULL TIME
         EMPLOYMENT OR IN THE ARMED FORCES.

Employer's name_____Kind of work_____
Do you wish to continue this work? Yes____No____.
What is to be your life work?_____
Mention here any problem in connection with your job_____
_____

Part III. TO BE ANSWERED BY GRADUATES WORKING PART
          TIME OR UNEMPLOYED.

Do you want full-time work? Yes____No____. Where are you working
now?_____.
If you want employment, give your first choice_____.
2nd_____. What occupation do you plan to
enter as your life work?_____.

Part IV. TO BE ANSWERED BY ALL (LIST ALL EMPLOYMENT
         LASTING MORE THAN ONE MONTH):

	Kind of Job	From date	To date	Employer
1.				
2.				
3.				

b. Degrees or diplomas received_____
c. Do you think the high school should have provided the kind of training you have taken since leaving school?_____

                                                    Yes   No

d. Give types and names of schools you have attended:
    College_____
    Trade school_____
    Business school_____
    Evening school_____
    Employer's training program_____
    Correspondence course_____
    Other_____

18. List the social, civic, religious, and other community activities in which you now regularly participate. Indicate offices you hold or have held in each group.

_____
_____
_____
_____
_____

19. List your present hobby or hobbies.

_____
_____
_____
_____

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want summer work in Holland? Yes____No____. If so, what kind of
work?_____. What occupation do you now
plan to enter as your life's work?_____.

Part II. TO BE ANSWERED BY GRADUATES IN FULL TIME
         EMPLOYMENT OR IN THE ARMED FORCES.

Employer's name_____Kind of work_____
Do you wish to continue this work? Yes____No____.
What is to be your life work?_____
Mention here any problem in connection with your job_____
_____.

Part III. TO BE ANSWERED BY GRADUATES WORKING PART
          TIME OR UNEMPLOYED.

Do you want full-time work? Yes____No____. Where are you working
now?_____
If you want employment, give your first choice_____
2nd_____. What occupation do you plan to
enter as your life work?_____.

Part IV. TO BE ANSWERED BY ALL (LIST ALL EMPLOYMENT
         LASTING MORE THAN ONE MONTH):

	Kind of Job	From date	To date	Employer
1.				
2.				
3.				

4._____

5._____

6._____

Part V. WHAT PARTS OF YOUR HIGH-SCHOOL EXPERIENCE DO YOU FEEL HAVE BEEN MOST VALUABLE TO YOU?

A. SUBJECTS (Check the five that have been most valuable and number them in order of most value, 1, 2, 3, 4, 5).

Aeronautics_____	English, Special____	Office Practice_____
Algebra_____	European Hist._____	Physics_____
Am. History_____	Foods_____	Printing_____
Art_____	French_____	Science, Gen._____
Band_____	Gen. Shop_____	Shorthand_____
Bible_____	Geometry_____	Spanish_____
Biology_____	Geometry, Solid____	Speech_____
Bookkeeping_____	German_____	Trig._____
Business Training, Jr	Glee Club_____	Typing_____
Chemistry_____	Health_____	Wood Shop_____
Chorus_____	Journalism_____	Others_____
Civics_____	Latin_____	_____
Clothing_____	Mach. Shop_____	_____
Commercial Law___	Math., Gen._____	_____
Economics_____	Mech. Draw._____	_____
English_____	Nurses Aide_____	_____

B. SCHOOL LIFE (Check *three* of the characteristics of school life listed below that have been most valuable and number them in order of most value 1, 2, 3).
(A) Social Life_____. (B) Athletics_____. (C) Contacts with teachers in class____. (D) Contacts with teachers outside of class_____. (E) Contact with fellow students_____. (F) Speech activities_____. (G) Dramatics_____. (H) Clubs_____. (I) Others_____
Mention anything at all. It may be the same as one of the above_____
_____.

Part VI. WHAT ADDITIONAL EDUCATIONAL OPPORTUNITY, IF ANY, WOULD YOU LIKE TO HAVE AVAILABLE TO YOU AS A GRADUATE?_____

_____

Part VII. OCCUPATIONAL AND EDUCATIONAL PLANNING.

1. Would your high-school experiences have been more valuable if you had more carefully planned in advance your school subjects? Yes_____ No_____. Your occupation? Yes_____No_____.
2. Was your school course well planned? Yes_____No_____. Your occupation?_____.
3. What are your serious problems now as a graduate? A job_____getting along with the family_____further education trng._____social success _____financial and occupational advancement_____others_____ _____
4. Are you in or preparing to enter the occupation you chose in school? _____.
5. As best you can remember indicate the grade you were in when you chose your occupation_____.

Note: I want to thank you for completing this questionnaire and to wish you success in all you undertake. I would be pleased to have you enclose a personal note about things not covered above.

Gerrit H. Wiegerink

P. S. If you have any suggestions or comments please feel free to list them. It is only through your help as a graduate that we can better serve your children in the future.

SAMPLE COVER LETTER TO ACCOMPANY FOLLOW-UP QUESTIONNAIRE

Dear_____,

We are sending a copy of the enclosed questionnaire to each member of your high-school class to find out some things about his experiences since leaving school. We believe that we can best plan our school program after we have the opinions of those of you who have had experience with it. We think, too, that you will welcome this opportunity to tell us what you believe might be done in the interest of better schools for those who have followed you into the high school.

The questionnaire contains a number of questions about you and what you have been doing since leaving school. We have tried to state them in a way that will require you to spend the least possible time in giving us the information we need for improving the services of our school to you and your classmates, as well as to your friends and acquaintances who may now be in school.

Getting this questionnaire worked out and mailing it out to you and many of your former friends has required a great deal of work. We feel sure that it will be worth the effort if you will help us to get the information we need for making the school a more effective one for our students.

We hope you will make it possible for us to send you a note of thanks for your cooperation in this important project. Why not sit down right now and fill out the questionnaire and return it to me?

With every good wish for your continued success, I am

<div align="center">
Sincerely,

_____, Principal
</div>

SUGGESTIONS FOR FURTHER READING

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EVALUATING GUIDANCE SERVICES

THE EVALUATION of a guidance program must be undertaken in terms of the objectives established for it. The broad objective of guidance services is to aid pupils to make choices, solve problems, and achieve satisfactory adjustments through use of school and community services capable of providing essential assistance. The most common method of appraising guidance services is that of attempting to measure their quantitative aspects through checklists of activities and organizational framework. The need now is for methods of qualitative evaluation.

This treatment of the appraisal process will consider methods of obtaining certain information relating to guidance services from which evaluative inferences may be drawn. The techniques suggested may be employed by counselors, teachers, and administrators in the absence of complex skills in the use of statistical procedures. Many are simply indicators which, when related to other information, will provide evidence upon which judgments may be made with respect to the efficacy of the guidance program.

INFORMATION LEADING TO EVALUATIVE JUDGMENTS

The difficulties inherent in any attempt to evaluate the effect of a single segment of environment, such as the school, upon individual behavior are well known. It will be recognized by the reader that the suggestions offered here concerning appraisal are designed to provide information upon which certain judgments may be made with respect to the guidance program. Since guidance services make up a single aspect of the total school environment, the limitations which affect their evaluation are compounded. In relatively few instances can it be confidently stated that this or that outcome resulted exclusively from the guidance program. It is hoped, however, that this discussion will

serve to emphasize the urgent need for refining qualitative devices which will provide more effective ways of evaluating guidance services.

Pupil Use of the Counseling Service

The extent to which pupils voluntarily seek counseling provides a basis for arriving at judgments concerning its effectiveness. It is a basic assumption of this technique that a positive relationship exists between the demand for counseling services and their value to pupils. The counselor whose help is positively evaluated by counselees is certain to be sought out by other pupils. On the other hand, counseling services which do not measure up to expectations will not be recommended by counselees to their friends.

Since this method of evaluation depends primarily upon the number of pupils who seek counseling in relation to the total number to whom the service is available, certain safeguards must be established to assure greatest possible reliability. Pupils who seek routine information known by them to be available through other sources, those who seek the counselor's companionship rather than his assistance, and those who consistently lean upon the counselor rather than becoming increasingly self-directive should be disregarded in measuring the extent to which the counseling service is voluntarily used by pupils.

Any attempt to employ this technique in appraising the counseling service requires that an analysis of the nature of pupil problems brought to the counselor be made. Categories may be established according to the nature of the counselee's problems, *i.e.*, educational, vocational, and personal; or the counselor's services may be classified according to function, *i.e.*, giving information, making interpretations, providing therapy, etc. It is important that the reliability of the study be protected through omission of such activities as checking routine attendance, discipline, clerical work, and other noncounseling functions. This technique should be concerned with essential use of the counseling service by pupils rather than with the time spent by counselors in noncounseling activities.

An indication of pupil appraisal of the counseling service was obtained in one school in quite a different way. The office schedule of

each counselor for the ensuing week was placed on a bulletin board in the main corridor. Pupils were permitted to schedule themselves for conferences in the spaces provided. At the end of a few weeks counselors' schedules were filled during the first hour after they were posted. Incidentally, counselors reported that pupils who sought conferences by this method generally brought more significant problems to them than had those who formerly had seen the counselor by appointment or referral.

This attempt at appraisal of the counseling service brought about a change in scheduling pupil conferences which is significant. Since many pupils who desired conferences were unable to get their names on the schedules, a referral method was worked out. Pupils were asked to discuss first with teachers the problems with which they felt a need for counseling. Many received the help needed from teachers. Others were referred to counselors for further assistance. As a result of this referral plan, teachers requested that in-service training be provided for the staff so that they might develop greater competency in counseling with pupils.

Pupil Use of Information Services

The librarian and the counselor are key persons in appraising the extent of pupil use of information relating to educational and occupational opportunities and requirements, and other materials which provide essential facts concerning areas in which pupils need help. Frequency of pupil perusal of printed materials may indicate whether staff members are regularly referring them to sources of needed information. It may also reveal a need for orientation in the use of library materials.

One method of determining the extent to which pupils use informational sources was employed by one counselor who recorded the name of each pupil referred to specific library materials over a five-day period. Several pupils assisted with the project, designed to determine the percentage of pupils who used information suggested by the counselor, by recording the names of pupils who used materials from the "Information Corner" during the experimental period. Of twenty-one who were referred to the materials, thirteen examined those recom-

mended. The length of time spent ranged from eight to ninety-eight minutes, with an average of thirty-one. The counselor interviewed the eight pupils who did not seek the sources of information suggested. Three reported they had misplaced the references given them by the counselor; two did not know how to use the information files; and three reported they planned to examine the suggested sources later.

A similar study involving all pupils using information materials in the school over a given period would indicate the extent of pupil use of these materials. In many schools pupils are not assisted through proper orientation or other means to develop skill in discriminating between significant and unimportant facts relating to areas in which they need additional information before making choices, plans, and interpretations.

Evidence that pupils use adequately the information sources available may suggest that teachers and counselors realize their value and regularly refer pupils to them. On the other hand, failure of pupils to use them should prompt efforts to develop methods of systematically acquainting pupils with them. It may be found that available materials need to be arranged more attractively, that the filing system for unbound materials and pamphlets is inadequate, or that printed materials are inappropriate for the age levels of pupils. It is quite probable that a dearth of suitable current materials may be a factor in the failure of pupils to use them. In any event, the school needs to know whether pupils are making adequate use of the sources of information which the school has collected. If they are not, their reasons should be discovered with a view to correcting the deficiencies of the information service.

Pupil Use of Job Placement Services

Though not every school needs an organized job placement service, all schools have placement responsibilities in direct proportion to the needs of pupils for the service. One simple way of appraising this service is to determine the percentage of pupils employed on part-time jobs and former pupils on full-time jobs who have obtained them with the assistance of the school's job placement service. Another measure of the efficacy of the placement service is the percentage of

pupils placed who have made satisfactory job adjustments. Frequent job changes, dismissals, and job dissatisfactions are often indications of faulty job placements. The opinions of employers concerning the job success of pupils placed and reasons for job success or failure are helpful in evaluating the placement service.

In attempting to determine the extent to which the placement service has aided pupils to find and hold jobs, provision should be made for locating placement services in the community and discovering the part each plays in the placement function. It may be found that the school's appropriate function is that of utilizing and assisting with the coordination of placement services in the community rather than attempting to provide parallel services. The important consideration is that the school accept responsibility for making certain that present and former pupils have access to such job placement services as they need, and that those services be of such quality as to serve the best interests of youth.

Desirable Changes in Pupil Behavior

Observable changes in pupil behavior of a desirable nature offer an indication of the effectiveness of the guidance program. Though guidance services may not be the sole influence in the modification of certain behavior of pupils which is considered to be desirable, any part which they may have played in the process is worthy of note. Some of the changes which may point with credit to the guidance program are:

1. Fewer drop-outs.

2. Improved school attendance.

3. Increased participation of pupils in developmental school activities.

4. Fewer subject failures.

5. Fewer changes in school programs of pupils who have had the assistance of counselors in planning their programs.

6. Fewer occupational changes on the part of pupils who obtained jobs through the school's placement service.

7. Occupational and educational planning of pupils more consistent with individual interests and aptitudes and more in line with available job opportunities.

8. Improved individual adjustments to school and home as reported by teachers, counselors, and parents.

9. Increased use of guidance services by former pupils and adults in the community.

In considering these indicators of effectiveness, individuals and groups should be studied. The counselor's records should provide some helpful information in this connection. Case studies of individuals which reveal development of more desirable behavior patterns after being served by the counselor offer evidence of the quality of guidance services. The staff should be constantly on the alert for ways and means of evaluating the guidance program in terms of pupil behavior. In a real sense, evaluation stems from an attitude, a desire to do more effectively those things which the school does in serving the needs of pupils and of the community.

Pupils and Parents Evaluate Guidance Services

The appraisal of the guidance program by pupils is influenced by the extent to which it serves them. The superficiality of opinions sometimes expressed by pupils concerning the guidance program emphasizes the need for devoting reasonable effort to the task of acquainting them with its purposes and services. If the counselor is regarded as an attendance clerk or as the principal's "iron hand in a velvet glove," the judgments of pupils may be less superficial than might be imagined. It is important that counselors carry out the functions for which they have a major responsibility. The appraisal of the counselor's worth is likely to be influenced by the functions which he performs for pupils and staff members. Counselors who are obliged to devote their major energies to quasi-administrative and clerical responsibilities can usually expect that pupil appraisal of all guidance services will be influenced by their failure to carry out their functions as counselors.

On the other hand, the individual who finds counseling of value to him is almost certain to affect the judgment of other pupils, parents, and teachers in their appraisal of the guidance program. A valid criterion for estimating the worth of a particular guidance service to pupils is the demonstrated approval of those who have used it.

The pupil who tells the counselor that he came for aid at the suggestion of a friend whom the counselor had helped delivers a significant message of evaluation. Likewise, parents who praise the counselor for some valuable assistance given their youngsters, or those who voice a just criticism of the counselor's services are making an appraisal. Though these verbal judgments are difficult to treat statistically, they are nonetheless indicators of strengths and weaknesses of the guidance program.

Evaluation Through Exit Interviews

The urgent need for identifying potential drop-outs has already been mentioned. Though not all drop-outs may be prevented, exit interviews may result in better postschool adjustments for some school-leavers. Moreover, counselors may find the opinions of pupils who are planning to leave school helpful in evaluating the guidance program. In some instances, the pupil's reasons for leaving school may point directly to weaknesses in the program. In others, the pupil may point out limitations of the curriculum as bearing upon his decision to leave school. The counselor's responsibility for gathering evaluative evidence concerning the total school program suggests need for exit interviews as a schematic function of the counseling service. Follow-up studies of former pupils frequently reveal that many drop-outs result from failure of the school to meet the educational, occupational, and developmental needs of pupils. This evidence of deficiencies in the school program may usually be obtained at the time the pupil leaves school rather than after he has withdrawn. Moreover, some drop-outs may be prevented by aiding pupils to adjust to the school through schedule changes, assisting them to obtain part-time jobs, or through some other relatively simple adjustment. Experience has shown that more pupils are dissuaded from leaving school than are persuaded to return after dropping out.

Community Appraisal as Evaluation

Cooperation of community agencies may usually be accepted as an indication of the effectiveness of the guidance program. Many of the

services needed by pupils are not provided by most schools. The cooperation of such agencies as psychological and psychiatric clinics, health services, and family welfare agencies not only implies acceptance of the purposes of the guidance program, but also indicates that professional workers in those agencies accept the school's guidance personnel as competent to interpret and use the specialized services offered. Community agencies are often reluctant to release confidential information, such as psychological test results and medical histories, to persons not sophisticated in their interpretation and use. Thus the exchange of confidential information between counselors and community agency personnel suggests confidence of such workers in the integrity and professional competence of counselors and the services they offer.

Employers who regularly seek workers through the school's placement office give evidence of their approval of this aspect of the guidance program. Referral of employees to the school for testing, counseling, and other guidance services suggests confidence. These instances of community use of and cooperation with guidance personnel in the school are ample evidence of recognition and acceptance.

Requests for Guidance Services from Community Organizations

Excellent evidence of positive community appraisal of the guidance program and its personnel comes through requests for professional services from community organizations. Competent counselors are frequently requested to perform such services outside of the school. It is not unusual for business and industrial establishments to seek the services of counselors as consultants, with particular reference to the planning and evaluation of personnel plans and procedures. Community youth-serving agencies may seek assistance in establishing and operating counseling, placement, testing, and other guidance services. The school should recognize that these requests from community sources for professional services are an expression of confidence. They should be taken into account in arriving at judgments concerning the effectiveness of guidance services.

Administrative Appraisal of the Guidance Program

It is axiomatic that the guidance program cannot succeed in the absence of support and participation on the part of the administration. Once the process of developing the guidance program has been initiated, administrators are likely to add their support in proportion to its effectiveness. The extent to which the principal provides adequate physical facilities, materials, supplies, and necessary staff time is usually a fair indication of the tenor of his appraisal of the program. Efforts on the part of the superintendent and principal continuously to improve and expand guidance services and to encourage wider staff participation and improved coordination are an indication of favorable appraisal.

The promotion of in-service training of staff members by the principal is evidence that he recognizes the need for certain competencies in guidance workers. The assignment of definite responsibility for leadership indicates recognition of the value of planning and coordinating the services offered. Once the program is well under way, expressions of appraisal on the part of administrators are likely to be negative as well as positive. The latter will usually indicate satisfaction with the achievements of the program, while the former will usually be expressed through attempts to improve the effectiveness of its services.

Staff Appraisal Through Participation

One indication of the value of guidance services is the expression of favorable attitudes on the part of staff members, especially if they were previously critical or skeptical. An excellent indication of positive appraisal occurs when staff members cite specific instances of pupil adjustments resulting from counseling, placement, or other guidance services.

Another indication of significance in the appraisal of the guidance program is increasing use of and participation in the services of the program by teachers. Greater use of personal information about pupils in planning instruction, contribution of anecdotal and other information to pupil's inventories, referral of pupils to counselors and other staff members, constructive criticism of the program, and par-

ticipation in the planning and operation of its services all point to favorable teacher attitudes.

The extent to which teachers voluntarily participate in in-service training activities related to the guidance program provides a basis for evaluative judgments. Less tangible, but of no less significance, is the spirit with which teachers enter into the activities designed to improve and expand guidance services.

SOME METHODS OF EVALUATION

Some indications which point to acceptance of guidance services as an essential aspect of the educational program have been suggested. Some of the methods designed to gather appraisal data will be presented here. Though several of them involve the use of techniques and instruments which are essentially quantitative in character, all provide information which has qualitative implications. It should be remembered that evaluative methods which provide data having both qualitative and quantitative characteristics serve a double purpose. However, the former characteristic is of more value in discovering the strengths and weaknesses of the guidance program.

Pupil Problem Checklists

Administration of checklists which provide pupils with an opportunity to indicate areas in which they have problems will suggest emphases which should be considered in planning or improving guidance services. Conversely, the relative absence of problems in certain areas may suggest pupil needs which are being met. Tabulation and interpretation of the results of such checklists will serve to give direction in assisting pupils to meet educational, vocational, and personal problems.

One such survey which used a pupil problem type of checklist revealed that 92 per cent of 500 high-school pupils studied expressed a desire for information concerning occupational opportunities in which they were interested, as well as more information concerning their personal aptitudes and interests which had significance for occupational placement and adjustment. It is interesting to note that of

the school included in the survey only 61 per cent of pupils in the few schools having planned guidance programs indicated a need for information about personal attributes and their relation to occupational life. While even this percentage is too great, it is considerably below the figure of 92 per cent for all the schools surveyed. Certainly, for most of these schools the study pointed to a need for more effective information and counseling services. Other responses to the checklist indicated a need for such services as aid in selecting appropriate subjects and cocurricular activities, solving personal problems, and getting along with others. Information of this kind is helpful in evaluating and planning ways of improving guidance services needed by pupils.

Appraisal Through Questionnaires

Questionnaires may often be helpful in obtaining suggestions from pupils, parents, teachers, and community agencies and organizations concerning the addition, improvement, or modification of specific guidance services. If this method is employed, the questions should be carefully selected and stated. Sufficient explanation should accompany each question to assure that respondents will understand the services to which reference is made. Usually separate questionnaires will need to be devised for each different group surveyed, since pupils and teachers will appraise guidance services from a different point of view than will employers or community agencies.

Pupils and teachers are in an especially favorable position to appraise certain guidance services. Since the guidance program should provide services for teachers, they should have an opportunity to evaluate the extent to which those services are of value to them. Likewise, pupils should be asked to evaluate the services which are designed to assist them in making choices, plans, interpretations, and adjustments.

Appraisal Through Pupil Interviews

Though counselors usually do not have time for interviewing pupils for the sole purpose of obtaining suggestions for making guidance services more effective, many such suggestions will be noted by coun-

selors in the course of counseling interviews. Counselees often express approval or disapproval of certain aspects of the school program. These suggestions or criticisms become significant when expressed by a number of pupils. The person-to-person relationship of the counselor with pupils places him in a strategic position to gather pupil suggestions for improving the guidance program. Since the value of pupil appraisal of guidance services depends upon an understanding of the purposes and functions of those services, the counselor should continuously interpret the program to pupils with whom he has individual or group contacts.

Evaluation Through Follow-Up Studies

One of the major values of follow-up studies as a method of appraisal lies in their suitability for gathering data concerning the total school program. Since guidance services are inseparably bound up with the instructional, cocurricular, and other aspects of the school program, it is difficult to evaluate them apart from the setting in which they occur as one element among a number of other related ones. The areas most frequently studied through interpretation of data gathered by the follow-up process are:

1. *The curriculum:* The information provided by former pupils concerning the value of their school experiences enables the school to plan more effectively for pupils still in school. If curriculum evaluation by former pupils is to be fully effective, it must go beyond appraisal of the general objectives of the school program and provide teachers with information concerning specific needs of pupils. Too often follow-up questionnaires attempt to elicit information about the curriculum under course titles. If the curriculum is to be profitably appraised, former pupils must be given an opportunity to suggest the experiences and skills which the schools should provide for pupils who are to assume the responsibilities of adult citizens. An illustration of this point occurred in a recent follow-up study which asked former pupils to evaluate the school's offerings in English. A vast majority of former pupils suggested a need for more skill in the use of written and spoken English. Obviously this specific suggestion

gave much more direction to the planning of the English classes than would a question which permitted respondents to react one way or another to instruction in literature.

2. *Guidance services:* Former pupils are in the position of having had experience in jobs or other educational situations in which their plans made while in school have been tested. Those experiences qualify many of them to evaluate the assistance they had while in school in planning for further education or a job. Likewise, many will be prepared to offer mature judgment of other aspects of the guidance program. This method of evaluation offers a real opportunity for planning guidance services on the basis of their worth to former pupils who have had experiences for which pupils in school are preparing.

Evaluation Through Checklists

The checklist method of evaluation has been widely used in appraising guidance services. The chief limitation of any evaluative method which concerns itself with the external aspects of the guidance program is its failure to extract the qualitative values of the services involved.

One of the more exhaustive checklists for appraising guidance services, *Criteria for Evaluating Guidance Programs in Secondary Schools*[1] is now being used experimentally in several sections of the country. This instrument was developed by a committee of state supervisors of guidance services and counselor trainers. Some of its features are designed to offset the inherent limitations of evaluative checklists.

The *Evaluative Criteria* provides a graduated appraisal scale for each checklist item, the scale covering five gradations from very inferior to very superior. Each area covered consists of two parts: a checklist, and a group of items designed to draw out the qualitative aspects of the service or activity concerned. This instrument includes evaluative items under seven major headings: (1) administrative bases for guidance services; (2) guidance staff; (3) guidance services;

[1] Benson, Arthur L. (ed.), *Criteria for Evaluating Guidance Programs in Secondary Schools*, Form B, Washington, D. C.: U. S. Office of Education, Division of Occupational Information and Guidance Services. Misc. 3317. 1949. Accompanied by a manual, *How to Use the Criteria*, Misc. 3317A.

(4) services complementary to the guidance program; (5) guidance services as an influence on total school development; (6) outstanding characteristics of the guidance program; and (7) general evaluation of the guidance program.

The attention given to detail in planning the checklist is illustrated by the items provided for evaluating leadership in the guidance program. In this section specific questions are raised concerning the training and experience of the guidance leader. The short section devoted to qualitative appraisal of the program leader's qualifications raises these two significant questions: (1) How adequate are the preparation and experience of this person? (2) How satisfactory are the personal qualifications of this person? Certainly this instrument will cause the principal to consider carefully the leadership which he has provided for the staff in the guidance program. Other sections of the instrument are equally specific and will serve to provide the school with both qualitative and quantitative bases for appraising guidance services and guidance personnel.

Evaluation Through "Pilot" Programs

One of the difficulties inherent in evaluating guidance programs has been the diversity of opinion concerning the identity of the services involved. Evaluation techniques are more easily applied to activities which may be sufficiently isolated to be easily identified with respect to nature, functions, and objectives. Since guidance activities are closely integrated with the total school program, it is often difficult to ascribe to them many of the benefits which accrue to pupils and teachers for which they are largely responsible.

"Pilot" guidance programs have been established by state supervisors of guidance services in a number of states for purposes of evaluation. Some of these programs are being used to experiment with various ways of improving specific guidance services. These experiments include studies of methods and techniques of gathering, filing, and using pupil data; methods of collecting and assembling occupational, educational, and other information needed by pupils; organizational plans for guidance programs; and other similar attempts to learn more effective ways of providing guidance services. Since more

than sixty of these experimental programs are operating in a dozen states, it is not too much to hope that several aspects of the guidance program will undergo changes for the better.

The Future of Evaluation

The trend toward qualitative evaluation of guidance services is a hopeful one. A recent summary of the literature dealing with the evaluation of guidance services will be helpful in examining attempts already made to measure the effectiveness of those services. This review of the literature, *Evaluating Guidance Procedures*, was made by Dr. Clifford P. Froehlich, specialist for Training Guidance Personnel, Occupational Information and Guidance Service, U. S. Office of Education. Dr. Froehlich says of the 173 methods of evaluation included in his study:

> Seven different methods of evaluating guidance procedures have been revealed by the survey of published studies. On the basis of this review, it is impossible to identify one as the best method. There is, therefore, a need for research to discover the relative efficacy of methods.
>
> Variations in the findings of evaluative studies suggest the necessity of evaluating counseling done under a wide variety of conditions. It is important, therefore, that further research be directed toward the discovery of evaluative methods which meet acceptable standards, but which are not beyond the reach of the practicing counselor.
>
> In the future, evaluative studies should obtain information of such scope and validity that existing counseling can with assurance be continued or modified in light of the findings. To accomplish this, an adequate criterion must be found. The lack of suitable criteria has been the greatest single difficulty to date. Obtaining comparative data on criteria which have been used or proposed on evaluative methods appears to be the logical first step.[2]

SUGGESTIONS FOR FURTHER READING

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2. Barber, S. E., *Evaluating School Guidance*. Buffalo. Foster and Stewart Publishing Company, 1946.

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GUIDANCE SERVICES TOMORROW

ONE NEED NOT look far to discover evidence upon which to draw some conclusions concerning the scope of guidance services in the reasonably near future. In addition to certain trends in the immediate field of guidance, others are markedly present in closely related areas of education which suggest an increasingly important role for guidance services. Moreover, the trend toward greater numbers of specialized guidance workers is unmistakably clear. Fortunately, too, many more teachers are developing competencies as guidance workers, a fact which points to greater staff participation in providing for pupils a wider range of guidance services.

Growth at the State Level

Though state departments of education have provided consultation services for local schools in the field of guidance for a number of years, the establishment of state guidance offices is a relatively recent occurrence. This development has served to augment consultation services with professional leadership at the state level.

As a result of the establishment of the Occupational Information and Guidance Service in the U. S. Office of Education, the states have set up rather specific professional standards for guidance supervisors. This trend has led to the employment of many trained and experienced men and women as state guidance officers.

The recent growth in state leadership becomes evident when one examines the number of supervisors now employed in the several states and the years in which guidance offices were established. The Bureau of Guidance was established in the New York State Education Department in 1929 and not until 1938, when Kansas and Maryland followed, did any other state create an office devoted exclusively to the promotion and development of local guidance programs.

Inauguration of the Occupational Information and Guidance Serv-

ice in the Office of Education, 1938, stimulated rapid growth of state guidance offices in the decade following. The action of the Commissioner of Education which created the Occupational Information and Guidance Service also made Federal funds available to the states and territories for the support of guidance offices. Consequently, supervisors were added in two states in 1939, three in 1940, two in 1941, seven in 1942, and in at least twenty-three other states by 1947. Though not all have supervisors at this writing, at least forty-four states, the District of Columbia and the territories of Hawaii, Puerto Rico, and the Virgin Islands, have created the office of guidance supervisor since 1928, with all except six having been established during or since 1940.[1]

The Broadening Concept of State Responsibility

Since Federal vocational education funds are being employed to aid in supporting guidance offices in at least forty-one states, it might be expected that state supervisors of guidance services would confine their interests and services to pupils in vocational schools and classes. Fortunately, this is not the case. In a recent survey of the thirty-two state supervisors on the job at that time, twenty-nine reported that local counselors eligible for reimbursement of salaries through use of Federal funds were expected to serve all pupils in the school rather than only those in vocational schools or classes.[2]

Another indication of the trend away from emphasis upon vocational pupils and vocational aspects of guidance services is the movement away from state supervisors' titles which suggest this emphasis. Since the Federal office was designated as the Occupational Information and Guidance Service, the states tended to assign the title of State Supervisor of Occupational Information and Guidance to their newly acquired guidance officers. The Office of Education reports

[1] Smith, Glenn E., "A Study of the Status of State Guidance Programs," Guidance Services Division, Michigan Department of Public Instruction, 1947.

[2] Though most of these states were not using vocational funds to reimburse the salaries of local counselors, they are permitted to do so at the discretion of the State Board for Vocational Education. The survey indicates an expression of attitude concerning the broad responsibilities of counselors rather than stating actual practice.

that seventeen states have now adopted the title of Supervisor of Guidance Services or other similar title which suggests recognition of a responsibility for promoting guidance services for all pupils in both elementary and secondary schools. Other states are contemplating changes in title to one which more adequately describes the nature and scope of the supervisor's functions.

Expansion of Counselor Training Opportunities

The availability of Federal vocational funds for the promotion of counselor training programs in publicly supported colleges and universities has already contributed to the expansion of such programs. The George-Barden Act, as previously mentioned, made Federal vocational funds available for the first time in 1946 for the reimbursement of the salaries of counselor trainers. State supervisors report significant growth in the number of reimbursed and nonreimbursed counselor trainers within the past two years. Thirty-five supervisors reported a total of 147 counselor-trainers in as many states in 1947-48, and these supervisors estimated that a number of institutions of higher learning in their respective states would seek to employ additional counselor trainers prior to the opening of the 1948-49 school year.

Froehlich and Spivey[3] reported a total of 1,010 colleges, universities, and teachers' colleges offering one or more guidance courses during the 1948-1949 school year in twelve functional areas. This study indicates considerable interest on the part of teacher education institutions in the preparation of guidance workers, particularly for secondary schools.

Counselor's Duties Becoming Stabilized

One of the weaknesses of guidance programs has been lack of agreement with respect to the place and function of counselors and teachers in the total program of education. Smith's[4] study revealed that state supervisors of guidance services are in general agreement concerning

[3] Froehlich, Clifford P., and Helen E. Spivey, *Guidance Workers' Preparation*, U. S. Office of Education, July, 1949. P. 45.
[4] Smith, Glenn E., *A Study of the Status of State Guidance Programs*, Guidance Services Division, Michigan Department of Public Instruction, 1947.

the duties of counselors and teachers in the guidance program. The following table shows the general pattern of duties recommended for counselors in thirty-eight states:

Counselor Function	Yes	No
Assists with preparation of the individual inventory	38	0
Provides occupational, educational, and other information	38	0
Counseling	38	0
Assists with follow-up and community occupational surveys	38	0
Provides placement services	37	1
Provides program leadership	38	0
Promotes in-service training for staff members	36	2
Makes case studies—leads case conferences	36	2
Is school's referral agent—maintains contacts with necessary community agencies	38	0
Assists with research activities in his field	38	0

The place of the teacher and other staff members was agreed upon by all supervisors. A major function of the counselor was recognized as that of leadership, with other staff members contributing to the guidance program in accordance with individual interests and abilities. The counselor usually has had more training as a guidance worker than have other staff members, and is held responsible by the principal for giving direction to the program by assisting other staff members to contribute to its services.

In this connection, Matthewson proposes the need for:

. . . formulation of a professional statement describing the program of guidance which should be initiated and developed in this country throughout our whole educational system at every level—in other words, a program which would represent a recommended policy for American education in the field of guidance.[6]

The trend toward wider agreement concerning the duties and training of counselors represents an essential base upon which such

[6] Matthewson, Robert H., Guidance Policy and Practice. New York: Harper and Brothers, 1949. P. 266.

a statement might rest. To be sure, any such formulation must of necessity be sufficiently flexible to permit adaptation to all schools.

Trend Toward Uniformity in Counselor Preparation

Before agreement could be reached with respect to the competencies needed by counselors, it was essential that their duties be better understood. The study cited above, which revealed that state supervisors were generally agreed with respect to the functions of counselors, confirmed similar information already gathered by the Occupational Information and Guidance Service of the Office of Education. As early as 1945, this service had sponsored regional conferences in Raleigh, North Carolina, and Chicago, Illinois, to consider the training needs of counselors in secondary schools. Prior to this meeting counselor preparation had been on the agenda of six national conferences of state supervisors, though the problem was not given extensive consideration.

The Office of Education had given further impetus to counselor training by appointing Dr. Clifford P. Froehlich, formerly State Supervisor in North Dakota, as specialist in the Occupational Information and Guidance Service with full-time responsibility assigned in the area of training guidance personnel.

In the spring of 1948 the Occupational Information and Guidance Service, in cooperation with the Division of Higher Education of the Office of Education, called a conference of state supervisors and counselor trainers to discuss plans for counselor preparation. The group identified eight major subtopics and organized a skeleton committee from among its members to study each. These committees then recruited others to participate in the work. Each committee prepared a report and presented it for consideration at the Eighth National Conference of State Supervisors and Counselor Trainers held in Washington, D. C., in September, 1948. The conference further refined the reports, and Dr. Froehlich accepted responsibility for editing the series under the general direction of Harry A. Jager, Chief of the Occupational Information and Guidance Service. These committee reports have since been published under the following titles: *Duties, Standards, and Qualifications for Counselors; The Basic Course;*

Counselor Competencies in Occupational Information; Counselor Competencies in Analysis of the Individual; Counselor Competencies in Counseling Techniques; Supervised Practice in Guidance Services; In-Service Preparation; and *Administrative Relationships of the Guidance Program.* The trend toward a common core of training for counselors was further emphasized in December, 1948, when representatives of eight national organizations met in Washington, D. C., to consider the common elements in counselor training. Among the areas of training agreed upon by this group were seven which were identical with those proposed by the Eighth National Conference of State Supervisors and Counselor Trainers. The latter report omitted in-service preparation as an area in which counselors should develop specific competencies.[6]

The extent to which colleges and universities offering training in the field of guidance subscribe to these major areas of preparation is indicated by a recent study carried out by Froehlich and Spivey.[7] Of 1,010 colleges, universities, and teachers' colleges, 513 offer a basic course in the field of guidance; 548 in analysis of the individual; 100 in occupational information; 169 in counseling techniques; 100 in supervised practice in guidance services; and seventy-eight in administrative relationships of the guidance program, this latter course usually being designated as organization and administration of guidance services. While the percentage of institutions offering comprehensive preparation for counselors is still small, the fact that at least one institution in most states is moving in the direction of comprehensive and somewhat uniform training programs is exceedingly hopeful. Though only about eighty-five institutions now offer the master's degree in the field of guidance, and approximately forty offer the doctor's degree, these figures are more impressive than weight of numbers might make them appear. Less than a decade ago, the number was much smaller.

[6] American College Personnel Association; American Psychological Association, Division of Guidance and Counseling; National Rehabilitation Association; National Vocational Guidance Association, U. S. Office of Education; National Association of Guidance Supervisors; U. S. Employment Service; and Veterans' Administration.

[7] Froehlich, Clifford P. and Helen E. Spivey, *Guidance Workers Preparation.* Washington, D. C.: U. S. Office of Education, July, 1949.

The significance of the trend toward greater uniformity in counselor preparation stems from the implication that agreement is emerging with respect to the competencies which counselors need to perform a group of specified professional duties. Also clear is the implication that the functions of counselors in a total program of education are coming to be more universally recognized. The fortunate combination of assigned duties and concomitant competencies in the counselor is certain to improve the effectiveness of guidance services.

Trends in Counselor Certification

That effective counseling and its related functions require certain identifiable competencies on the part of counselors is not a new concept. Frank Parsons recognized this fact more than four decades ago, and accordingly established a program of training for prospective counselors. As the program for the preparation of counselors became more specialized and prolonged, it was inevitable that certificating counselors as specialists should follow. The slowness which characterized early growth in the certification of counselors stemmed largely from lack of agreement concerning appropriate areas of training and standards for granting certificates. Widespread agreement with respect to these two important considerations has now paved the way for certification with the result that the practice is rapidly growing.

Certification of counselors became mandatory in the State of New York in 1927, and by 1941 practicing counselors were required to hold certificates in Connecticut, Delaware, and Pennsylvania. In addition to these states, Georgia offered an optional certificate to qualified counselors.[8] The certification trend moved slowly during the next several years. The establishment of the Occupational Information and Guidance Service in the Office of Education, the appointment of state supervisors of guidance services, and the passage of the George-Barden Act were all factors in a new impetus toward counselor certification which appeared in the middle 1940's. State supervisors were beginning to use George-Barden and state funds to reimburse the

[8] Bailey, Richard J., "State Certification of School Counselors," *Occupations*, November, 1940. P. 95.

salaries of local supervisors and counselors, who were required to meet qualifications and standards established by the states.

In a study of counselor certification in late 1947, seventeen states reported such plans in operation, and fourteen others reported that certification plans were in process of preparation.[9] A follow-up of this study was made in April, 1949, and three additional states reported certification plans then in operation, making a total of seventeen providing certificates for qualified counselors.[10]

Number of Employed Counselors Increasing

The steady increase in the number of counselors in local schools during a recent six-year period points to a trend toward greater use of counselors in secondary schools. The results of two studies in this connection clearly show this trend:

	1943[11]	1947[12]	1949[13]
Number full-time counselors in state	1111	1948	2319
Number half-time counselors in state	1373	3614	4239
Number full-time local guidance supervisors in state	159	327	404

While these data are essentially estimates, the nature of the state supervisor's functions in relation to the schools places him in a position to provide reasonably accurate data concerning local guidance programs.

The data used reveal constant growth in two important particulars, an increasing number of counselors and of local guidance supervisors. The number of guidance workers in these two categories has more than doubled since 1943, with the largest increase occurring in personnel to provide local guidance supervision. If this fact may be

[9] Smith, Glenn E., A Study of the Status of State Guidance Programs, Guidance Services Division, Michigan Department of Public Instruction, 1947.

[10] Arkansas, Connecticut, Delaware, Florida, Georgia, Indiana, Maine, Maryland, Massachusetts, Mississippi, Missouri, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Utah, Vermont, West Virginia, and Wisconsin.

[11] The writer obtained these data in 1943 by personal letter to state supervisors, thirty-five states reporting.

[12] Ibid., Table I, thirty-two states reporting.

[13] Estimates of state supervisors made in late 1947.

regarded as implying that increasing attention is being given to co-ordinated guidance services throughout school systems, a desirable trend is indicated. Since the number of full-time counselors has increased 59 per cent and halftime counselors 58 per cent, it might be assumed that growth is occurring in both large and small high schools, since the former usually employ full-time, and the latter, part-time, counselors. In any event, growth in the amount of staff time being devoted to guidance services in secondary schools as a whole is evident. Any increase in the number of trained counselors is especially significant as an indication of more competent leadership in guidance programs, and consequently more effective participation of teachers and administrators in the provision of guidance services for pupils.

Probable Future Effects of the George-Barden Act

The availability of Federal funds through passage of the George-Barden Act in 1946 appears already to have added impetus to the guidance movement. In at least twenty-eight states the State Plan for Vocational Education[14] provides that George-Barden funds may be used to reimburse local schools for counseling and supervision of guidance services, for reimbursing publicly supported institutions for the training of counselors and state departments of education for supervisory and research personnel. These states had added such provisions to their plans within one year after passage of the George-Barden Act. During the first year after Congress passed the Act, ten states adopted the practice of reimbursing counselors and supervisors in full or in part. During this same period, twelve states began reimbursement of counselor training programs, and others have established the practice since that time.

Though the total amount of Federal funds being used in the states for reimbursement of counseling and counselor training is relatively small compared with the total cost of all of these services, the practice of reimbursement has served to promote increased use of state

[14] The State Plan is, in effect, a written agreement between the state and the U. S. Office of Education as to the conditions under which Federal vocational funds will be expended. The state is free to write into its plans any provision for using these funds which is in harmony with the intent of Congress in its passage of Acts for the promotion of vocational education.

and local funds in these areas. The effects of the George-Barden Act on the extension of guidance services have been summarized by Harry A. Jager, Chief of the Occupational Information and Guidance Service, Office of Education, as follows:

1. The adoption by states, institutions, and localities of specific qualifications for guidance workers.
2. The definition of the duties which counselors should perform.
3. Use of Federal and state funds for the partial support of counseling, research, and counselor training in three-fourths of the states.
4. Increased emphasis on the in-service training aspects of counselor training.
5. Re-examination of the supply of counselors and the salaries necessary to secure them.
6. Financial support in critical aspects of program development.
7. Increased administrative recognition and support of guidance services, without which no educational program can long function or prosper.[16]

It cannot be assumed that some of the beneficial effects of the George-Barden Act would not have derived in time from other influences. However, progress would have been slower had not this stimulation occurred to hasten certain aspects of program development.

Contributions of the Office of Education

The Occupational Information and Guidance Service has played an important role in the development of state and local guidance programs since its inception in 1938. This Service was directly responsible for bringing into sharp focus such basic elements of the guidance program as the individual inventory service, information services, placement and follow-up, and the need for certain administrative relationship in the guidance program. Though counseling has long been accepted as a major function of the guidance worker, the Occupational Information and Guidance Service staff, under the leadership of Harry A. Jager, has emphasized the importance of special attention to counseling and its services to individuals.

[16] Jager, Harry A., "The George-Barden Act as an Influence in the Further Development of Guidance Work," *Occupations*, copyright May, 1947. Pp. 483-89. Quoted by permission of publishers.

Prior to 1945, this Service sponsored six national conferences of state supervisors of guidance services which considered many of the problems affecting the further development of guidance services at state and local levels. Beginning with the Chicago and Raleigh conferences in 1945, the Occupational Information and Guidance Service has followed the policy of including counselor trainers in conferences planned for the purpose of considering problems relating to program development. A total of nine national conferences of state supervisors, several of which have been joint conferences with counselor trainers, have been sponsored by the Service since its inception in 1938. Many of the relatively recent evidences of growth, particularly in state programs, are in reality an outgrowth of several years of intensive work on the part of state supervisors, counselor trainers, and the Occupational Information and Guidance Service.

The establishment of this Service in the Office of Education served to emphasize on a national scale the importance of guidance services in the total program of education. The stimulation provided by the national office through provision of consultation services to the states and through leadership at the national level, has contributed materially to the present status of guidance services in local schools.

Significance of Life Adjustment Education

The implications of Life Adjustment Education for the further development of guidance services are of sufficient significance to warrant a review of the movement here. Though space will permit only a sketchy account of this national program, its origin, purposes, and scope will be of interest to administrators, counselors, and teachers.

ORIGIN

On May 31 and June 1, 1945, a large group of educators met in Washington, D. C., at the invitation of the Commissioner of Education to review a forthcoming publication of the Office of Education titled *Vocational Education in the Years Ahead*. At the close of the conference, Dr. Charles A. Prosser, formerly Director of the Dun-

woody Institute in Minneapolis, offered a resolution proposing that the Comissioner of Education call a conference or a series of conferences to consider ways by which the secondary schools might more effectively meet the needs of the "6o per cent" of pupils not served by the vocational or the college preparatory curricula.

Consequently, beginning in April, 1946, and terminating in November, the Office of Education sponsored a series of five regional conferences in New York, Chicago, Cheyenne, Sacramento, and Birmingham to explore the Prosser Resolution and its implications for the so-called "6o per cent." Following these conferences, the Commissioner of Education appointed a National Commission on Life Adjustment Education composed of one representative from each of nine national educational organizations.[16] Since its appointment in 1947, the Commission has sponsored three national Life Adjustment Education conferences, October, 1948, and October, 1949, and October, 1950.

PURPOSES

The implications for guidance services in Life Adjustment Education programs are indicated by this statement:

... its purpose is to center attention upon the very large number of boys and girls whom the high schools have failed to serve adequately. That the needs, interests, and abilities of the many have not been well served is apparent from the facts that: (1) more than fifty per cent of the youth do not enter the high school, (2) an appalling number (more than forty per cent) who do enter quit before graduation, and (3) many of those remaining in school are left to engage in educational activities so unrelated to everyday needs of life that when they graduate they are not well adjusted to life. There has never been a time when more than seventy-three per cent of the persons fourteen through seventeen years of age were in high school. The resolution and any action which may result from it point

[16] American Association of School Administrators, American Association of Junior Colleges, American Vocational Association, National Association of High-School Supervisors and Directors of Secondary Education, National Association of Secondary-School Principals, National Association of State Directors of Vocational Education, National Catholic Welfare Conference, National Council of Chief State School Officers, and National Education Association.

to an area of the secondary school services which are now inadequate and which must be improved and extended if the high school is to serve *all* American Youth.[17]

The statement above concerning the purpose of Life Adjustment Education emphasizes the necessity of developing adequate guidance services designed to aid in the identification of the needs, interests, and abilities of the pupils to whom reference is made. That these services are required by all pupils is suggested by the fact that Life Adjustment Education is now accepted as applying to all pupils rather than the "60 per cent" referred to in Dr. Prosser's original Resolution.

The prominent part which guidance services play in life adjustment programs has been emphasized in each of the conferences devoted to the movement. The entire program is predicated upon a knowledge of the needs, interests, and abilities of the individual pupil, and the provision of appropriate experiences and services to aid the pupil in the satisfaction of personal needs, and the development and utilization of his interests and abilities.

The October, 1948, National Conference described the functions of guidance services in Life Adjustment programs as:

1. Counseling services designed to make possible separate planning by each pupil, based upon an accurate knowledge of his own characteristics and the opportunities and requirements of society.

2. Helping the teacher to individualize teaching. The life adjustment program requires that the teacher recognize the uniqueness of each individual. This uniqueness determines what a pupil can learn, and to what level of attainment he may be held. This uniqueness contains the answer to personal, disciplinary, social, and other problems. The guidance program is the instrument by which the teacher "learns" the pupil in these terms.

3. Helping the administrator and his staff in developing the curriculum. By utilizing data provided through the guidance program, the staff is in a position to develop a curriculum adapted to the indi-

[17] Federal Security Agency, Office of Education, *Life Adjustment Education For Every Youth*, Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. P. 46.

vidual needs of the pupil and of the community in full light of Life Adjustment Education objectives.[18]

If these purposes of life adjustment activities are to be achieved, counselors, teachers, and administrators must work cooperatively in identifying the needs of individuals. Certainly guidance services must play an important role in this task.

Though it is impossible to predict the future of the life adjustment movement, it has aroused the interest of many educators since its inception. Dr. J. Dan Hull, Secretary to the Life Adjustment Education Commission, reported that as of January, 1949, nine states had formed State Commissions on Life Adjustment Education. In addition to these formally organized commissions, a number of other states are encouraging life adjustment activities in some systematic fashion.

The significance of the life adjustment movement for the future development of guidance services stems from the emphasis which it places upon the individual and the obligation of the community school to adapt itself to his needs and interests. The fact that Life Adjustment Education for youth has no sharp curricular focus is of little concern. The movement emphasizes the importance of the individual pupil, and the responsibility of the school for serving those needs and interests which will facilitate his adjustment to the many-sided environment in which he lives.

The Michigan Secondary School-College Agreement

The relation of the Michigan Secondary School-College Agreement to the future growth of guidance services stems from two conditions; first, the nature of the agreement, and second, the widespread interest among other states in its objectives and provisions, or in similar plans of their own. The Agreement, *per se*, is of less significance for future developments in the field of guidance than is the trend which it represents.

The Michigan Secondary School-College Agreement grew out of the Michigan Study of the Secondary-School Curriculum which was

[18] Federal Security Agency, Office of Education, "Work Conference on Life Adjustment Education." Mimeographed report of the 1948 National Conference. Adapted.

inaugurated in 1937. The attempts made by the staff of the study to encourage change in the traditional pattern of secondary-school offerings in cooperating schools emphasized the extent to which college entrance requirements were cited as a reason for maintaining the status quo. Consequently, representatives of the study and of Michigan colleges reached an agreement whereby graduates of the fifty-five cooperating schools would be admitted to college "without reference to the pattern of subjects which they have pursued" upon recommendation by the school, the agreement to apply to graduates in the cooperating schools in the years 1940 through 1950.

In 1946, the Michigan Secondary School-College Agreement was adopted by the Michigan College Association and the Michigan Secondary-School Association. This plan is a permanent agreement which provides for a State College Agreement Committee to pass upon the applications of new schools seeking to enter into the Agreement, and to determine whether participating schools are abiding by the conditions agreed upon by both parties. Dr. Lee M. Thurston, Michigan State Superintendent of Public Instruction, who was largely responsible for the development of the Agreement, summarized its origin, purposes, and significance as follows:

Prior to 1947 the rule among Michigan colleges and universities was to require an applicant for admission to produce evidence that certain subject sequences had been satisfactorily pursued in the secondary school as a condition of unqualified admission. For many years, however, there had been a growing dissatisfaction with the sequence rule, felt by college and secondary-school faculties alike, and at least one effort had been made to set it aside, with respect to the graduates of 55 secondary schools, in the Michigan Secondary Curriculum Study. In late 1946 the Michigan College Association and the Michigan Secondary School Association agreed upon a plan of action that would permit any of the university accredited secondary schools in the state to be exempted from the sequence requirement. The condition of such a waiver was to be the assumption by the secondary school of the responsibility of *establishing and maintaining adequate procedures in guidance,*[19] curriculum study, follow-up of former students and records.[20]

[19] Italics are the authors.
[20] Thurston, Lee M., "The Michigan College Agreement," *School and Society,* May 22, 1948. Pp. 386–87.

The major provisions of the Agreement are the following:

1. All accredited high schools are eligible to enter into the Agreement.

2. The colleges agree to disregard the pattern of subjects pursued in considering candidates for admission, provided they are recommended from among the more able members in the graduating class. The Agreement does not imply that students must be admitted to certain specialized college courses or curricula for which they cannot give evidence of adequate background preparation.

3. Secondary schools are urged to make available to students such basic courses as provide necessary preparation for entering technical, industrial, or professional curricula. It is also recommended that colleges provide accelerated programs of preparation for specialized college curricula for those graduates who are unable to secure such preparatory training in high school.

4. High schools entering into the Agreement are responsible for initiating and continuing the following four activities:

a. Building and maintaining an adequate personnel file about each student, including test data of various kinds, anecdotal records, personality inventories, achievement samples, etc. The high-school staff is responsible for developing a summary of these personal data for submission to the college.

b. Continuous curriculum study and evaluation of the purposes and program of the secondary school.

c. Continuous follow-up of former pupils.

d. A continuous program of information and orientation throughout the high-school course regarding the nature and requirements of certain occupations and specialized college courses. During the senior year, to devote special emphasis to the occupation or college of the pupil's choice.

5. It is understood that high schools which cannot or will not make and observe the above commitments will continue to require the major and minor sequences for those pupils who wish to attend college.[21]

[21] Waskin, Leon S., "The Michigan Secondary School-College Agreement," *Bulletin of the National Association of Secondary-School Principals*, January, 1949. Pp. 50–51.

The Michigan Secondary School-College Agreement is, in effect, a requirement that participating schools provide a program of guidance services for all pupils. The necessity for identifying the needs, abilities, and interests of pupils in signatory schools is evident. The requirements established for Agreement schools represent several of the basic elements of a guidance program. Though counseling is not specifically mentioned as a service, the activities included can hardly be carried out without such a service. As this trend toward liberalized college entrance requirements grows, greater responsibility for preparing pupils for college entrance is almost certain to fall upon the secondary schools. This responsibility can be met only through more effective guidance programs.

A more important effect of the Agreement than liberalized college entrance requirements is the freedom granted high schools in modifying the curriculum to meet the needs and interests of all pupils. Courses in home and family living, consumer education, personal problems, and others not heretofore regarded as "solids" may now be offered without danger of disrupting the college preparatory program. And with each successive modification or liberalization of the curriculum will come a greater need for guidance services designed to aid pupils in making appropriate choices, plans, and adjustments.

Other Hopeful Indications Concerning the Future

Many relatively recent developments, some as yet inarticulate, point to continued progress in the development and refinement of guidance services. The following represent a partial list of those which point to the future:

1. Increasing interest in guidance services at the elementary level.

2. The growing demand of parents and school administrators for better qualified counselors.

3. The gradual improvement of instruments for appraising personality and adjustment.

4. The trend toward development of community schools in which all people serve and are served by the school.

5. The broadening of the secondary-school curriculum to give more

prominence to occupational training, home and family living, and other courses designed to meet the identified needs, aptitudes, and interests of pupils.

6. Improved occupational research methods leading to better occupational and educational information materials suitable for high-school use.

7. Growing stature and scope of the services and leadership of the Occupational Information and Guidance Service in the Office of Education.

Though other trends might be added to suggest the prominent role of guidance services in the immediate future, those listed above will serve to indicate some significant areas of current development.

SUGGESTIONS FOR FURTHER READING

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